



Tennessee Reading First Assessment Guide



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Outcome-Driven Model, DIBELS Developmental Goals, and Model of Big Ideas
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Preface

Everyone who has ever been a teacher, a principal, or a parent of an elementary aged child recognizes the value of assessment as a tool for moving students ahead in literacy. It is vital that valid and reliable measurements be used to collect information and make decisions about how to support students in their quest for reading success.

Understanding a child's reading ability at the earliest age and working to develop skill levels are keys to building strong readers. Essentially, effective literacy instruction involves appropriate delivery and appropriate content. Once both of these elements are in place, the steps which must be taken to insure progress should be systematic and sequential.

As we seize this target of opportunity, we must remember that all students can learn when afforded the right research-based support.

This *Tennessee Reading First Assessment Guide*, written by Jim Herman and other educators, is a tool designed to help those seeking to identify and intervene with students who have fallen behind in reading and need extra assistance to get back on track. Assessment is the key to helping them attain this goal because it provides the data which are needed to make sound instructional decisions. The steps and tools included in this document provide a blueprint for evaluating students and developing a program of intervention designed to move them ahead at a pace which will insure they become successful readers.

Remember that assessment of student performance is critical for developing effective instructional policy and designing programs responsive to individual students' needs. Finally, unless we regularly assess the progress of our children in learning to read, we cannot know which children need more help or whether our instructional plan is working for them. These suggestions will help us assess and assist ALL children in becoming readers.

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SECTION 1

Assessment in Reading First Schools

The *Tennessee Reading First Assessment Guide* provides guidance on understanding the value of reliable and valid assessments of early reading progress. Assessments must be based on scientifically based reading research (SBRR). Timely, reliable assessments indicate which students are falling behind in crucial reading skills so teachers can assist students in making greater progress in learning to read. These assessments also provide data to assure uninterrupted progress of students at benchmark. Data provided by these assessments are used to help determine the effectiveness of classroom instruction based on Tennessee standards.

Timely, reliable assessments indicate which students are falling behind in crucial reading skills so teachers can assist students in making greater progress in learning to read.

Reading First schools in Tennessee use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for progress monitoring and benchmark assessments. Other scientific research based diagnostic assessments are used when more in-depth knowledge is necessary. Key supports for DIBELS assessment are the school’s Benchmark Assessment Team and the Literacy Team.

The Benchmark Assessment Team is responsible for benchmarking all K-3 students three times per year. This team administers the DIBELS benchmark test to the students. Classroom teachers are responsible for progress monitoring students using DIBELS progress monitoring instruments or probes. The Benchmark Assessment Team may include administrative staff, Literacy Leaders, Title I teachers, reading specialists, school psychologists, school counselors, curriculum specialists, librarians, non-classroom teachers and trained paraprofessionals. This team must work closely with the Literacy Leader in organizing, planning and administering the DIBELS benchmark assessments.

The Literacy Team is composed of educators that include, but are not limited to, the principal, Literacy Leader, Title I teachers, reading specialists, representatives from all grade levels, and English Language Learners (ELL) and Special Education instructors. The team analyzes school-wide assessment data to determine school trends and grade level needs. The data are then used to formulate long-term and intermediate goals and objectives. The Literacy



Schools must create a plan to administer assessments, analyze the data, and apply appropriate instructional strategies to meet the students' needs.

Team meets to review progress monitoring results and benchmark data. Team members analyze the effectiveness of instruction based on assessment data. The team determines intervention plans for students not achieving benchmark. The team also determines who will be included in data assessment meetings to make decisions about individual student goals and objectives.

Scientifically based reading research has shown the value of regularly assessing students' reading progress. Schools must create a plan to administer assessments, analyze the data, and apply appropriate instructional strategies to meet the students' needs.

Overview of Reading Assessment

Assessment is a key part of effective instructional programs. It is imperative that all instructors and administrators are knowledgeable about the research supporting scientifically based assessment. All those concerned about reading development must realize that “assessment is a critical part of instruction and can be useful if we understand the pieces of the puzzle” (Valencia, 2002, p. 1). Ideally, purposeful, ongoing assessment should guide and direct subsequent instruction (Cobb, 2003, p 20).

It is essential that educators “administer timely and valid assessments to identify students lagging behind and monitor progress” (Crawford and Torgeson, 2006). These assessments help increase the quality, consistency, and impact of instruction by focusing directly on those areas in which students need specific assistance.

Four types of assessments are implemented throughout the school year: screening, progress monitoring, diagnostic and outcome. Each type of assessment serves a specific purpose.

■ **Screening** assessments help educators identify students who have not attained scientifically validated benchmarks. All students must be screened at the beginning of each semester or upon enrollment. Since all students are screened, it is important that these measures are concise and easy to administer.

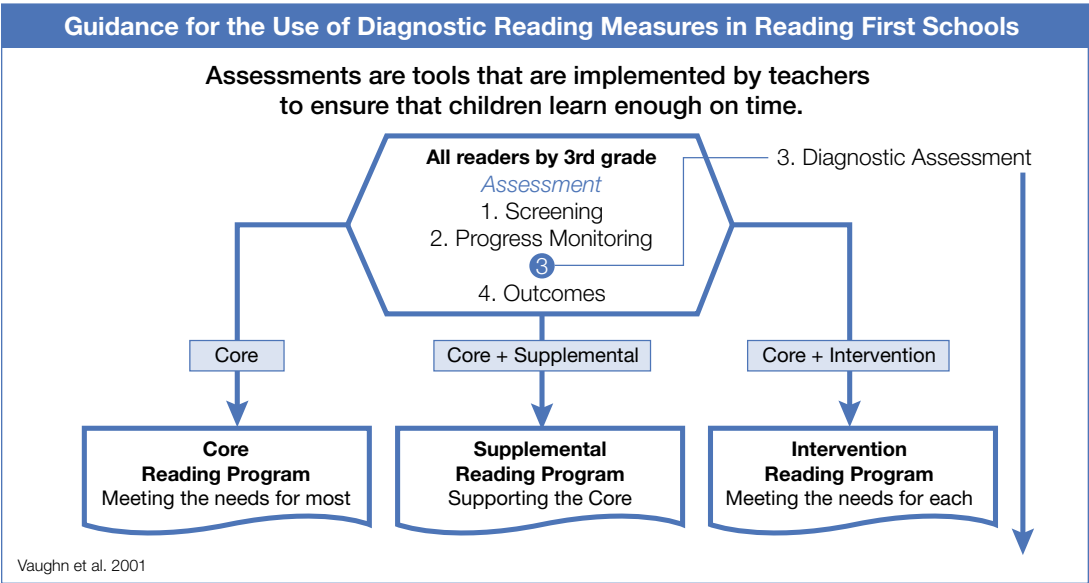
■ **Progress Monitoring** assessments determine if students are making adequate progress or need intervention to achieve grade level reading outcomes. Progress monitoring is a “more frequent assessment for students who are not making adequate progress” (Kaminski, Good and Knutson, 2006). This process should provide the teacher with “valuable information for developing alternative instruction or interventions” (Cobb, 2003, p. 20). Progress monitoring also allows

teachers to determine the success of strategies and materials being used and to make changes if student growth is not evident. “Assessments that are frequent and short are more effective than assessments that are infrequent and lengthy” (Barrentine and Stokes, 2005, p. 21).

■ **Diagnostic** assessments help teachers plan instruction by providing in-depth information about students’ skills and instructional needs. Some diagnostic instruments also help determine the presence of a developmental disorder that requires specialized treatments and interventions. Diagnostic assessments provide more detailed information about a student’s unique strengths and weaknesses than screening or progress monitoring measures can provide. “If a school is implementing screening, progress monitoring and outcome assessments in a reliable and valid way, diagnostic measures may be necessary only in unusual circumstances” (Greenberg, 2006). **In addition, diagnostic assessments should be given only “when there is a clear expectation that they will provide new information about a child’s difficulties learning to read and can be used to provide more focused, or more powerful information” (Greenberg, 2006).**

Diagnostic assessments provide more detailed information about a student’s unique strengths and weaknesses than screening or progress monitoring measures can provide.

■ **Outcome** assessments are given at the end of the school year to evaluate the overall effectiveness of the reading program and to evaluate progress toward meeting the goal of leaving no child behind in reading. Outcome based assessments inform instructors and administrators if students have achieved grade level standards. In addition, these measures document growth from year to year. These assessments allow administrators and teachers to evaluate the effectiveness of core, supplemental and intervention programs (National Institute for Literacy).



Using DIBELS Reports to Analyze Data

The DIBELS website (www.dibels.uoregon.edu) provides many reports that assist with the analysis of data at the student, classroom, school and district levels. Other specialized reports can be generated for specific groups. These reports are available as soon as data is entered into the website. Reports are available that provide benchmark data, progress monitoring data or a combination of the two. Each report serves a specific purpose and provides information that may be used in a variety of settings (parent conferences, planning meetings, student referrals) with the overall goal of providing improved reading instruction. Although numerous reports are available, three will be discussed in depth.

Individual Student Report

This report is a snapshot of student testing history and is primarily used by classroom teachers and Literacy Leaders. It is very useful in parent conferences, planning meetings and student referral meetings. This report displays (in a series of graphs) all DIBELS subtests given in grades K-3. It also provides both benchmark and progress monitoring data. It is important to note that no results for Word Use Fluency (WUF) or Retell Fluency (RTF) are included in this report since these tests have not been benchmarked. Letter Naming Fluency (LNF) is not included because it does not directly relate to one of the Five Components of Reading (Kaminski, Good and Knutson, 2006).



Summary Report

This report demonstrates student progress from one benchmark period to the next. The Summary Report shows the impact of curriculum and instruction over the course of an academic year. The report shows the progress a class, grade level, school or district is making toward benchmark goals. Some of the information provided for each subtest includes percentile, skill, standard deviation, and mean.

Class List Report

This report provides valuable information that assists in the grouping of students. DIBELS results for each measure (with the exception of RTF and WUF) are shown for one benchmark assessment period. The Class List Reports provide information on individual students, including all students from one class. The report

shows raw scores for each student’s performance on each measure, the status category for the student on each measure, percentile ranks for the student in relation to all participating students in the district, and the instructional recommendation for the student based on that student’s results. If no intervention is required for the student beyond core instruction (90-minute reading block), the DIBELS recommendation is “benchmark.” If the DIBELS recommendation is “strategic,” the student needs targeted skill assistance during intervention. If a student needs intervention because of an overall weakness in reading, the DIBELS recommendation is “intensive.”

Roles, Responsibilities and Accountability of District and School Staff

It is imperative that all district and school staff understand the importance of their roles in the instructional and assessment process of all students and accept the responsibility for accountability. Key district and school staff include, but are not limited to, district personnel, principals, Literacy Leaders and classroom teachers.

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District Personnel

- Serves all schools – both funded and non-funded Reading First schools
- Coordinates professional development in the administration of DIBELS
- Assists in the analysis of data for all schools in the district
- Provides assistance to school administrators and Literacy Leaders
- Ensures that demographic information is kept up-to-date
- Schedules testing

School Administrator

- Reinforces the importance of assessment
- Analyzes school data
- Ensures that assessment drives instruction throughout the school
- Guarantees that all assessment is conducted with fidelity and within the assessment window
- Co-chairs and attends all Literacy Team meetings
- Attends grade level assessment meetings
- Informs parents of assessment schedule

Literacy Leader

- Organizes and supervises the Assessment Team
- Co-chairs and attends all Literacy Team meetings
- Administers DIBELS and diagnostic assessments

- Analyzes school wide assessment data
- Assists teachers in analyzing student and classroom assessment data
- Creates Tier I, Tier II and Tier III groups along with teachers
- Provides professional development for Assessment Team (administering screenings)
- Provides professional development for classroom teachers (progress monitoring)
- Trains all appropriate school personnel in analyzing and using assessment data to drive instruction
- Informs parents of assessment schedule

Teacher

- Administers progress monitoring and classroom assessments with fidelity
- Collaborates with the Literacy Leader to analyze individual student and classroom assessment data
- Groups students and adjusts groups based upon assessment data
- Plans instruction based on assessment data
- Seeks assistance when students are not making adequate progress
- Reviews assessment results with students in order to set reading goals
- Attends professional development
- Schedules parent meetings
- Informs parents of student assessment results
- Encourages daily student attendance

SECTION 2

Dr. Roland Good’s Outcomes-Driven Model

Dr. Roland Good’s model focuses on the five essential elements of reading, not the assessment itself. Assessment results must be used to guide all instructional decisions and plan all professional development. An outcomes-driven model incorporates decision-making steps designed to answer specific questions for specific purposes. It is necessary to identify short-term and long-term goals to achieve benchmark outcomes.

An outcomes-driven model incorporates decision-making steps designed to answer specific questions for specific purposes.

This model is prevention-oriented and is designed to preempt reading difficulties. It supports all children in achieving adequate reading outcomes each year. The goal is for all children to read at or above grade level by the end of third grade.

The steps are:

- Identify Need for Support
- Validate Need for Support
- Plan Support
- Evaluate Support
- Review Outcomes



Teachers must be confident that the results obtained are reflective of the students' true abilities.

Identify Need for Support

This model utilizes the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to obtain assessment data for districts, schools, classrooms, and individual students. The data identifies students who need additional support and targets the specific literacy gaps in the Five Components of Reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. This information is essential for explicit, systematic daily planning for reading.

Additionally, this data allows the teacher to know exactly which students are in need of targeted support. Teachers use subtest data to flexibly group students according to their instructional needs and to provide ongoing and systematic corrective feedback and practice to students.

Validate Need for Support

Once assessments have been completed and data analyzed, the need for support must be validated. Teachers must be confident that the results obtained are reflective of the students' true abilities. Non-academic reasons for poor performance on assessments have to be ruled out (i.e., bad day, confused on directions, ill). If results are questionable, a member of the Benchmark Team will retest with a different DIBELS student probe. This probe should come from DIBELS progress monitoring material. If a testing irregularity occurs during progress monitoring, the test administrator must use the next

progress monitoring prompt. Fidelity to assessment administration guidelines is essential. **If standardized procedures in directions, timing, and scoring are not followed, data will not be valid.**



Plan Instructional Support

In planning instructional support, in both the comprehensive core reading (including supplemental materials) and intervention, teachers must review a wide variety of information. Benchmark data, repeat assessments, and knowledge of or information about the students are included in the analysis. Selection of students and the level of support for these students must be considered. Section 3 of this publication discusses grouping of students and forming an instructional plan. When an intense study of the data is complete, informed decisions

are made about specific goals, identified skills, appropriate curricula/ programs, and effective instructional strategies.

Assessment and instruction are connected by focusing on the five essential elements of reading, not the assessment itself. Each DIBELS measure is an indicator of the student’s proficiency level in one of the Five Components of Reading.

| Which DIBELS Measure? | Which Reading Component? |
|------------------------------|------------------------------------|
| Initial Sound Fluency | Phonemic Awareness |
| Phoneme Segmentation Fluency | Phonemic Awareness |
| Nonsense Word Fluency | Phonics |
| Oral Reading Fluency | Fluency, Vocabulary, Comprehension |
| Retell Fluency | Comprehension |
| Word Use Fluency | Vocabulary |

In order to align instruction to assessment, the school should establish a three-tiered model of support: Comprehensive Core (Tier I), and Intervention (Tiers II and III). For more information on establishing this model, see the *Tennessee Reading First Intervention Guide*.

Do whatever it takes to get the child back on track!

Evaluate and Modify Support

Progress monitoring is the most revealing assessment tool for gaining data on individual student progress. These data provide information that informs the teacher about the effectiveness of the instruction in improving a student’s skill. It also indicates whether a student is progressing at a sufficient rate to achieve the next benchmark goal. All students must be given instruction that accelerates reading achievement. If a child falls below the aimline (projected track for attaining benchmark) for three consecutive data points, classroom instruction and support must be modified.

Progress monitoring provides information that informs the teacher about the effectiveness of the instruction in improving a student’s skill. It also indicates whether a student is progressing at a sufficient rate to achieve the next benchmark goal.

Review Outcomes

DIBELS benchmark data are indicators of the level of student performance. Data provide information on the effectiveness of the comprehensive core program, intervention programs and classroom instruction. If the programs are used with fidelity, teachers and administrators can determine if programs are working, for whom they are working, the quality of instruction, and if there is student growth from year to year.

Effective reading instruction, combined with regular assessment and appropriate direct intervention, is the key to student success in reading.

Teachers and administrators must develop a long-term plan and evaluate the success of that plan using current assessment data. Effective reading instruction, combined with regular assessment and appropriate direct intervention, is the key to student success in reading. Instruction that is guided by frequent, quick, reliable, valid, and curriculum-based assessment has the potential to lead to improved teacher decision-making and student performance in reading (Fuchs, Deno, & Mirkin, 1984; Fuchs & Fuchs, 1986; Marston & Magnusson, 1985).

The bottom line in the Outcomes-Driven Model is the achievement of crucial literacy outcomes for both individual students and systems at the classroom, school, and district levels. The outcomes drive the decisions. If outcomes are adequate, then instruction and curricula are deemed adequate. However, if outcomes are not adequate, then a change is necessary. Changes that increase outcomes are maintained; changes that decrease outcomes are abandoned. Because data are followed so closely, instructional modifications can be made in a timely fashion to ensure that all children can achieve the goal of becoming established readers by the end of grade three.

SECTION 3

Grouping According to DIBELS

Tennessee Reading First schools use DIBELS for grouping throughout the Three-Tier Model. This model is designed to meet the reading needs of all students in the classroom. It is a prevention model that aids in the identification of at-risk and struggling readers and provides support throughout the early years of schooling. All students are assessed at least three times per year using the DIBELS benchmark assessment. This includes all English Language Learners (ELL), Special Education students and/or all students within the Three-Tier Model. This framework aids in delivering assessment-driven, differentiated reading instruction for all students. It focuses on reading instruction that uses scientifically research based core, supplemental, and intervention programs/curricula (*Tennessee Reading First Intervention Guide*, 2006).

DIBELS is an assessment that identifies benchmarks, at-risk and struggling readers.

The three categories of instructional recommendations are:

Benchmark – *the student needs no intervention outside the reading block*
The student has a pattern of performance with the odds in favor of achieving subsequent goals. About 80% or more of the students with this recommendation would most likely achieve the next goal.

Strategic – *the student needs additional intervention*
The student has a pattern of performance across all of the measures that do not yield a clear prediction of success without additional instruction. Only about 50% of these students will likely meet instructional goals without added instruction. These students will benefit from instruction in the 90-minute reading block and additional intervention.

Intensive – *the student needs substantial intervention*
The student has a pattern of performance in which the odds are against meeting subsequent goals. About 20% or fewer of students with this recommendation would most likely achieve the next goal. These students will benefit from instruction in the 90 minutes and need substantial additional intervention.



The ultimate goal is for 100% of children within a school to achieve each benchmark (Kaminski, Good and Knutson, 2006).

Instructional recommendations are based on the overall performance of the student and are designed so that students will stay on a trajectory to reach benchmark goals. The Dynamic Measurement Group (DMG) has determined through research that students meeting these goals have an 80% chance of reaching the next grade level goal. The sequence of the subtests builds upon the prior goals with achievement of each goal supporting the achievement of the subsequent goal (with effective instruction). The DIBELS benchmark goals are the minimal level students must achieve to ensure they are on track for literacy outcomes. The ultimate goal is for 100% of children within a school to achieve each benchmark (Kaminski, Good and Knutson, 2006). Once a student reaches benchmark, teachers must provide instruction to help students exceed these minimal goals to go beyond DIBELS proficiency.

Outcomes: DIBELS® Benchmark Goals

■ **Initial Sound Fluency**

- 25 sounds per minute by winter Kindergarten

■ **Phoneme Segmentation Fluency**

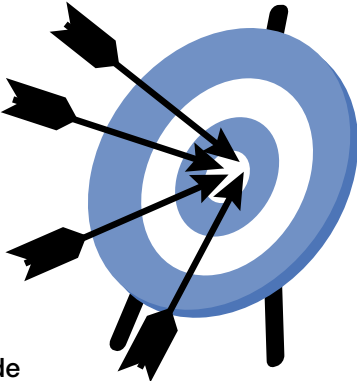
- 35 sounds per minute by spring Kindergarten

■ **Nonsense Word Fluency**

- 50 sounds per minute *with at least 15 words recoded* by winter First Grade

■ **DIBELS® Oral Reading Fluency**

- 40 words correct per minute by spring First Grade
- 90 words correct per minute by spring Second Grade
- 110 words correct per minute by spring Third Grade
- 118 words correct per minute by spring Fourth Grade
- 124 words correct per minute by spring Fifth Grade
- 125 words correct per minute by spring Sixth Grade



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When grouping students for instruction, the Literacy Team must refer to the Outcomes-Driven Model to plan support for each student (see Section 2 of this publication).

The following are suggestions to consider when grouping students using DIBELS data:

- Take data of **all subtests** into account
- Recognize that children with the same instructional recommendation do not necessarily have the same instructional needs
- Be aware that children with scores within the same range on a measure do not necessarily have the same instructional needs

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TENNESSEE READING FIRST ASSESSMENT GUIDE

Once students have been identified with similar instructional needs, these guidelines should be followed to establish flexible groups:

- Look at similar scores on critical skills/measures
- Analyze student errors
- Provide additional assessment or diagnostic assessment
- Consider additional school related factors (prior academic history, attendance, behavioral needs)

Assessment-based Grouping in the Three-Tier Model

The process for grouping is based on the needs of the students as they participate in the Three-Tier Model. A sample Academic History Chart (on pages 16-17), which follows an individual student history, is included. Blank academic history charts are included in Appendix A and on the accompanying CD for the reader's use. The charts may be reproduced as needed.

Tier I

Tier I consists of an uninterrupted, 90-minute minimum, scientifically based, core reading program/curricula for all K-3 students. The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula (*Tennessee Intervention Guide*, p. 5).

Grouping for instruction:

1. Analyze DIBELS Class List Report from the University of Oregon website or individual student assessment booklets (see sample Class List report).
2. Group students with similar instructional needs in relation to the Five Components of Reading.
3. To aid in grouping, utilize the Instructional Grouping Grids [see samples of Class List (page 16) and Instructional Grouping Grids, (page 17)]. Data is collected on the grid by transferring benchmark results for each student into specified established parameters.
4. These students receive small group differentiated instruction based on the skills identified from the Instructional Grouping Grids.

Blank Instructional Grouping Grids are included in Appendix B and C respectively, and on the CD for the reader's use. The charts may be reproduced as needed.

Sample Academic History Chart

| First Name | Last Name | Grade | Beginning of Year DIBELS Recommendation 2004-05 | Middle of Year DIBELS Recommendation 2004-05 | End of Year DIBELS Recommendation 2004-05 | Beginning of Year DIBELS Recommendation 2005-06 | Middle of Year DIBELS Recommendation 2005-06 | End of Year DIBELS Recommendation 2005-06 | Beginning of Year DIBELS Recommendation 2006-07 |
|------------|-----------|-------|---|--|---|---|--|---|---|
| John | | 3 | n/a | n/a | n/a | Benchmark | Benchmark | Benchmark | Benchmark |
| Blake | | 3 | Strategic | Strategic | Strategic | Intensive | Intensive | Intensive | Intensive |
| Suzie | | 3 | n/a | n/a | n/a | n/a | n/a | n/a | Benchmark |
| Raymond | | 3 | n/a | n/a | n/a | n/a | Benchmark | Strategic | Strategic |
| Tracy | | 3 | n/a | n/a | n/a | n/a | n/a | n/a | Strategic |
| Chris | | 3 | Benchmark | Benchmark | Benchmark | Benchmark | Benchmark | Benchmark | Benchmark |
| Nathan | | 3 | Strategic | Benchmark | Benchmark | Benchmark | Benchmark | Benchmark | MOVED |
| Heather | | 3 | Strategic | Benchmark | Benchmark | Benchmark | Benchmark | Strategic | Benchmark |
| Jacob | | 3 | Benchmark | Benchmark | Benchmark | Benchmark | MOVED | Strategic | Strategic |

Sample Class List Report

DIBELS Training Institute®

Mentoring Workshop: Using Data I

Dynamic Indicators of Basic Early Literacy Skills
First Grade Class List Report

District: Emerald City

School: Happy Valley Elementary

Date: Winter

Class: Dr. Ruth's First Grade

Note: Scores provide an indication of performance only.
If there is any concern about the accuracy of scores
for an individual student, performance should be verified
by retesting to validate need for support.

| | Phoneme Segmentation Fluency | | | Nonsense Word Fluency | | | Oral Reading Fluency | | | Instructional Recommendations |
|---------|------------------------------|------------|-------------|-----------------------|------------|-------------|----------------------|------------|-----------|--|
| | Score | Percentile | Status | Score | Percentile | Status | Score | Percentile | Status | |
| Andie | 23 | 10 | Emerging | 28 | 9 | Deficit | 4 | 7 | At risk | Intensive-Needs Substantial Intervention |
| Bess | 33 | 27 | Emerging | 28 | 9 | Deficit | 4 | 7 | At risk | Intensive-Needs Substantial Intervention |
| Carl | 37 | 39 | Established | 34 | 16 | Emerging | 7 | 12 | At risk | Intensive-Needs Substantial Intervention |
| Davie | 40 | 52 | Established | 36 | 19 | Emerging | 14 | 37 | Some risk | Strategic-Additional Intervention |
| Ellie | 42 | 58 | Established | 43 | 32 | Emerging | 4 | 7 | At risk | Intensive-Needs Substantial Intervention |
| Fred | 28 | 17 | Emerging | 46 | 37 | Emerging | 3 | 6 | At risk | Intensive-Needs Substantial Intervention |
| George | 27 | 16 | Emerging | 51 | 46 | Established | 13 | 33 | Some risk | Strategic-Additional Intervention |
| Hillary | 36 | 35 | Established | 53 | 52 | Established | 13 | 33 | Some risk | Strategic-Additional Intervention |
| Ida | 30 | 21 | Emerging | 53 | 52 | Established | 21 | 55 | Low risk | Benchmark-At Grade Level |
| Jewel | 41 | 55 | Established | 55 | 57 | Established | 8 | 15 | Some risk | Strategic-Additional Intervention |
| Katie | 54 | 88 | Established | 56 | 59 | Established | 14 | 37 | Some risk | Strategic-Additional Intervention |
| Lewis | 43 | 62 | Established | 56 | 59 | Established | 64 | 85 | Low risk | Benchmark-At Grade Level |
| Macy | 33 | 27 | Emerging | 58 | 63 | Established | 18 | 49 | Some risk | Strategic-Additional Intervention |
| Ned | 49 | 79 | Established | 58 | 63 | Established | 19 | 51 | Some risk | Strategic-Additional Intervention |
| Oren | 32 | 24 | Emerging | 68 | 75 | Established | 16 | 44 | Some risk | Strategic-Additional Intervention |
| Phil | 27 | 16 | Emerging | 69 | 76 | Established | 12 | 29 | Some risk | Strategic-Additional Intervention |
| Randi | 71 | 99 | Established | 71 | 78 | Established | 12 | 29 | Some risk | Strategic-Additional Intervention |
| Sue | 42 | 58 | Established | 76 | 82 | Established | 8 | 15 | Some risk | Strategic-Additional Intervention |
| Tami | 46 | 72 | Established | 81 | 84 | Established | 102 | 94 | Low risk | Benchmark-At Grade Level |
| Vinnie | 39 | 48 | Established | 100 | 92 | Established | 87 | 90 | Low risk | Benchmark-At Grade Level |

| Recommendation | Middle of Year DIBELS Recommendation 2006-07 | End of Year DIBELS Recommendation 2006-07 | Round 1 – Tier 2 | Round 2 – Tier 2 | Round 1 – Tier 3 | Additional Tutoring (beyond Round 1 of Tier 3) | After School Tutoring | Summer School | GRAY ORAL READING TEST GORT | PEABODY PICTURE TEST PPVT | TEXAS PRIMARY READING INVENTORY (TPRI) |
|----------------|--|---|------------------|------------------|------------------|---|-----------------------|---------------|--------------------------------|------------------------------|---|
| | | | Fall 04 | Mid 04 | Fall 05 | Mid 05, Fall 06 | Summer 05 | Fall 06 | | Fall 06 | |
| | | | | | | | | | | | |
| | | | Fall 06 | | | | | | | | |
| | | | Fall 06 | | | | | | | | |
| | | | | | | | | | | | |
| | | | Fall 04 | Mid 04 | | | | | | | |
| | | | Fall 04 | | | | | | | | |
| | | | Fall 06 | | | | | | | | |

Sample Instructional Grouping Grids

Group 1

List the students who scored:

50/15 or more on NWF and 20 or more on ORF

These students are probably on track for learning phonics and becoming fluent readers. If there are no teacher concerns, check at next benchmark time. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)

| NAME | NWF | ORF |
|--------|-----|-----|
| Ida | 53 | 21 |
| Lewis | 56 | 64 |
| Tami | 81 | 102 |
| Vinnie | 100 | 87 |
| Walter | 113 | 20 |
| | | |
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| | | |

Group 2

List the students who scored:

50/15 or more on NWF and less than 20 on ORF

These students are probably on track for learning phonics but may need support in accuracy and in fluency, and in reading connected text. Instructional focus should be on accuracy, fluency, and comprehension in connected text. **Progress Monitor with ORF.** (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)

| NAME | NWF | ORF |
|---------|-----|-----|
| George | 51 | 13 |
| Hillary | 53 | 13 |
| Jewel | 55 | 8 |
| Katie | 56 | 14 |
| Macy | 58 | 18 |
| Ned | 58 | 19 |
| Oren | 68 | 16 |
| Rita | 68 | 12 |
| Charley | 71 | 12 |

Group 3

List the students who scored:

less than 50/15 NWF and more than 20 on ORF

These students may need support to learn phonic skills. Although they are on track for accuracy and fluency in reading connected text, they may not maintain their progress in oral reading fluency. Instructional focus should be on phonics. **Progress Monitor with NWF.** (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)

| NAME | NWF | ORF |
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Group 4

List the students who scored:

less than 50/15 NWF and less than 20 on ORF

These students may need additional support to learn phonic skills and acquire accuracy and fluency in reading connected text. Instructional focus should be on phonics and accuracy, fluency, and comprehension of text. **Progress Monitor with NWF and ORF.** (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)

| NAME | NWF | ORF |
|-------|-----|-----|
| Andie | 28 | 4 |
| Bess | 28 | 4 |
| Carl | 34 | 4 |
| Davie | 36 | 14 |
| Ellie | 43 | 4 |
| Fred | 46 | 3 |
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All students who score “strategic” and “intensive” on the entry DIBELS assessment must be placed in Tier II.

Tier II

Tier II intervention addresses the needs of students who are not progressing adequately in the core reading program. Scientifically based reading intervention programs/curricula emphasizing the five components are utilized when working with students in homogenous small-group instruction for a minimum of thirty to forty-five minutes per day, in addition to the minimum 90 minutes of core reading instruction (*Tennessee Reading First Intervention Guide*, p. 5).

Grouping for instruction:

1. All students who score “strategic” and “intensive” on the entry DIBELS assessment must be placed in Tier II.
2. These students (all strategic and intensive) must be placed into groups and receive an additional 30-45 minutes of reading instruction outside of the 90-minute reading block using a research based intervention program.
3. Students with similar instructional needs in relation to the five components should be placed in the same instructional group.
4. A student may attend up to 100 sessions or two rounds of Tier II intervention.

Tier III

Tier III intervention is generally for students who have attended two rounds of Tier II instruction and have not made adequate progress. This tier must be conducted outside the 90-minute block in a pull-out method. These 60 -75 minutes of daily intervention provide a double dose of intensive, systematic, and explicit instruction using research based programs/materials (*Tennessee Reading First Intervention Guide*, p. 12).

Grouping for instruction:

1. Analyze Tier III students who have attended two sessions of Tier II or when the Literacy Team makes a specific determination to bypass the traditional schedule.
2. Students with similar instructional needs in relation to the five components should be placed in the same instructional group.
3. An Individualized Intervention Plan is a tool that can be used to help interventionists/teachers follow student’s intervention progress (see sample on page 19).

Blank copies of an Individualized Intervention Plan, by grade level, are included for the reader’s use in Appendix D and on CD. They may be reproduced as needed.

Sample Individualized Intervention Plan

Tier III Individualized Intervention Plan

First Grade – Middle of Year

Student Ellie

Grade 1st

Teacher Dr. Ruth

Date Winter of 06

| Assessment/ 5 Comp. of Reading | Beginning of Year Benchmark Score/Goal | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used | PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | Are Students Making Adequate Progress? Y / N | Describe any instructional changes. |
|-----------------------------------|---|------------------------------------|-----------------------------------|----------------------------------|------------------------|------------------------|------------------------|---|--|
| PSF/ Phonemic Awareness | 24/35 | 42/35 | | | n/a | n/a | n/a | n/a | |
| NWF/Phonics | 15/24 | 43-2/50-15 | | | 44-3 | 46-5 | 48-5 | Y | |
| ORF/Fluency | ----- | 4/20 | | | 8 | 10 | 11 | Y | |
| RTF/Comprehension** | ----- | 0 | | | 0 | 0 | 2 | Y | |
| WUF/Vocabulary | | 15 | | | 18 | 20 | 25 | Y | |

* Adequate Progress consists of monitorings at or above the aim line. Remember, three consecutive data points below the aim line reflects a need in modifications of the Intervention Program.

** Retell Fluency should be about 50% of the ORF.

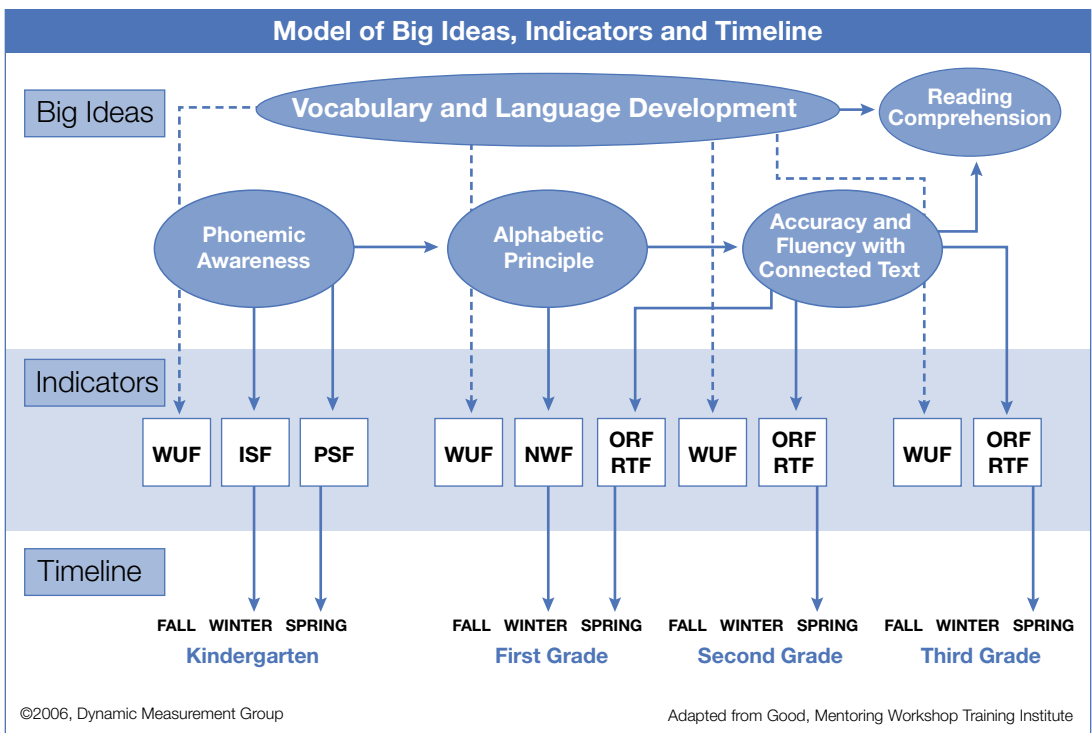
| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | Are Students Making Adequate Progress? Y / N | Describe any instructional changes. | If adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
|-----------------------------------|------------------------|------------------------|------------------------|---|---|--|---------------|---------------|---------------|
| PSF/ Phonemic Awareness | n/a | n/a | n/a | n/a | | | | | |
| NWF/Phonics | 49-10 | 50-12 | 50-15 | Y | | | | | |
| ORF/Fluency | 15 | 18 | 20 | Y | | | | | |
| RTF/Comprehension* | 5 | 8 | 10 | Y | | | | | |
| WUF/Vocabulary | 30 | 35 | 40 | Y | | | | | |

* Progress Monitoring should occur for PSF, NWF, ORF and WUF every 1-2 weeks.



Big Ideas/Five Components of Reading

Mastery of the five components is predictive of reading acquisition and later reading achievement. When assessing students, it is important to focus instruction on the five components of early literacy. Assessments are used not only to gain information about students, but also to bring focus on where to begin teaching each student. Dr. Roland Good's Model, shown below, indicates the relationship between the Five Components of Reading, the Indicators, and the Timeline. Big Ideas are represented by ovals across the top. Arrows going across from oval to oval show how the five components relate to one another. Phonemic awareness contributes to phonics/alphabetic principle; phonics/alphabetic principle contributes to accuracy and fluency with connected text; accuracy and fluency with connected text contributes to reading comprehension. Vocabulary and language development contribute to reading comprehension but not directly to early literacy skills of phonological awareness, phonics/alphabetic principle, and accuracy and fluency with connected text. Arrows down to boxes show a link to DIBELS measures of each of the Five Components of Reading. Arrows down from DIBELS measures show a link to the time of the benchmark goal for that measure.



Continuing Assessment

DIBELS benchmark assessments are used to assess all students three times per year. This screening provides the data for determining student placement and/or movement within the Three-Tier Model. Tennessee Reading First schools progress monitor at least every two weeks for students who are identified as strategic and intensive based on the DIBELS assessment. Results from progress monitoring help teachers and interventionists determine the success of the current Tier placement and allow instructional adjustments. Dr. Roland Good suggests that a pattern of three consecutive data points below the aimline indicates a need for re-evaluation of current instructional program and/or student placement.

Results from progress monitoring help teachers and interventionists determine the success of the current Tier placement and allow instructional adjustments.

Progress monitoring can be done on out-of-grade-level materials when needed. Basically, out-of-grade monitoring should be done only where it provides feedback on an instructional objective of the intervention. For example, if a student is in fifth grade reading fewer than 20 wpm on ORF, you may want to monitor performance using second grade ORF materials, which may be more sensitive to actual changes in student reading skill performance than grade level materials. Grade level progress monitoring should happen to ensure student progress. Another example would be if a second grade student was significantly behind and was receiving an intervention targeting the development of alphabetic principle skills, the teacher may want to monitor NWF, even though the NWF measure is typically only used in kindergarten and first grade (Good, DIBELS website).

State Assessment

Tennessee Comprehensive Assessment Program (TCAP) is an outcome-based, timed, multiple choice assessment that measures skills in reading, language arts, mathematics, science, and social studies. This state mandated test for grades 3 – 8 provides student results to parents, teachers, and administrators. Some schools also choose to administer this criterion-based measurement in kindergarten and grades 1 and 2.

Diagnostic Assessment

If progress monitoring reports continue to be inconsistent or flat lined, appropriate, research-based diagnostic assessments must be administered by the Literacy Leader or other trained personnel. These diagnostic assessments may include Texas Primary Reading Inventory (TPRI), Gray Oral Reading Test (GORT), and Peabody Picture

Vocabulary Test (PPVT). “Diagnostic tests are one important way to obtain diagnostic information that can help guide interventions for students who are experiencing difficulty learning to read” (Torgeson, p. 7). After the diagnostic tests have been given, the Literacy Leader meets with the Literacy Team and determines the appropriate plan of action for that student’s instructional needs.

Non-responsive Students

Students who are not progressing on the aimline trajectory require immediate attention. The Literacy Team must evaluate all assessment and/or diagnostic data for each student to formulate a plan of action. This plan may include support from classroom teachers, parents, interventionists, administration, ELL, school counselor, Title I, school social worker, and supplemental services or referral for Special Education services. The Special Education Support Team is often the same as the Literacy Team or works very closely with the Literacy Team.

Responsiveness to Intervention (RTI)

One of the goals of Reading First is to reduce the number of unnecessary Special Education referrals. The RTI initiative of Individuals with Disabilities Education Act (IDEA 2004) requires timely, explicit and systematic intervention based on student needs. If struggling readers are responsive to intervention, Special Education services may not be required. In Reading First schools, RTI is accomplished through the Three-Tier Model. By assuring that all struggling readers receive appropriate intervention, Reading First is meeting the requirements of IDEA.

Students With an Individualized Education Plan (IEP)

If a student is identified as needing Special Education services, the IEP takes precedence over all other recommendations. The Literacy Team will offer assistance in development of the IEP. In Reading First schools, instruction is individualized for all students, regardless of academic placement.

SECTION 4

Outcomes-Driven Strategies

Outcomes-driven instructional strategies are based on the strengths and weaknesses identified through an analysis of assessment data. Student needs may be addressed in whole group, small group and individualized instruction. The DIBELS Class List Report will identify the instructional needs within the Five Components of Reading. If a large percentage of students do not meet benchmark goals in a particular subtest, whole and small group instruction must be modified to meet student needs. Modifications may be made in instructional time, activities, delivery and/or materials. The Academic History Chart and the Instructional Grouping Grids will assist in the selection of small flexible grouping, as well as designing individual instruction.

Explicit instruction includes “I do it” (teacher), “we do it” (teacher and students together) and “you do it” (students independently).

Once the teacher analyzes the data, the needs of students must be addressed with explicit instruction. The teacher models (“I do it”) the strategy and skill and gives a complete explanation. Small groups, pairs or individuals participate in guided practice (“We do it”) to assure student understanding. The teacher continuously monitors and adjusts instructional practices as student needs are evidenced through assessments. Once the teacher determines the students’ level of knowledge in the strategy or skill, appropriate practice is provided (“You do it”).

Systematic instruction is based on a hierarchy of skills. The most fundamental skills are addressed first, followed by skills that are progressively more difficult. If students are having difficulty, teachers must scaffold instruction according to the hierarchy of skills.



General Guidelines for Effective Scaffolding

1. Identify students' background knowledge
2. Begin with what students can do
3. Take small steps to assure students achieve success quickly
4. Know when it's time to stop
5. Help students to be independent when they have command of the activity

(Bender and Larkin, p. 172)

Specific scientifically based teaching strategies that are based on the Five Components of Reading can be found in Appendix D.

SECTION 5

Finding Success Through Assessment

Reading First in Tennessee believes that using assessment data to inform all areas of reading instruction ensures that the school is operating at the highest possible level of accountability within the guidelines of No Child Left Behind. These areas include, but are not limited to, the following proven indicators of highly effective schools:

- Teacher use of research based best practices
- High quality professional development
- Data driven instruction
- Schedules which support the 90-minutes of uninterrupted reading instruction, intervention time, and common planning time
- Flexible grouping
- Classroom organization and management
- Research based comprehensive core reading programming
- Research based supplemental and intervention materials
- Alignment to state standards

Student success is the ultimate goal of an assessment driven school.



To achieve all of the indicators and ensure improved student success, schools must implement the Three-Tier Reading Model with fidelity, dedication, and understanding. **Reading First is a “no excuse” initiative.** Schools must face the challenges head on. To meet all students’ needs, teachers must have the support of one another, the Literacy Leader, principal, and district personnel. Common goals must be identified and a plan of action must be established and properly implemented by all parties.

Student success is the ultimate goal of an assessment driven school. Student achievement in reading is measured in the short-term by benchmarking and progress monitoring and in the long-term by the state mandated assessment (TCAP). Adequate Yearly Progress status (as measured by TCAP) is reflective of overall school success.

Reading at or above grade level is the truest measure of student success and the cornerstone of No Child Left Behind legislation.

APPENDIX A

Academic History Chart

APPENDIX B

Instructional Grouping Grids

*These grids have been adapted from the work of
Dr. Stephanie Stollar.*

Grouping Students for Instruction:
Fall of Kindergarten

Group 1

List the students who scored:

8 or more on ISF and 8 or more on LNF

These students are probably on track for learning phonemic awareness and are able to name letters. If there are no teacher concerns, check at next benchmark time.

| NAME | ISF | LNF |
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Group 2

List the students who scored:

8 or more on ISF and 8 or less on LNF

These students are probably on track for learning phonemic awareness but may benefit from practicing letter names. Instructional focus should be on phonemic awareness. If there are no teacher concerns, check at next benchmark time.

| NAME | ISF | LNF |
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Group 3

List the students who scored:

Less than 8 on ISF and more than 8 on LNF

These students may need additional support to learn phonemic awareness. Instructional focus should be phonemic awareness. **Progress Monitor with ISF.**

| NAME | ISF | LNF |
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Group 4

List the students who scored:

Less than 8 on ISF and less than 8 on LNF

These students may need additional support to learn phonemic awareness and letter naming. Instructional focus should be on phonemic awareness. **Progress Monitor with ISF.**

| NAME | ISF | LNF |
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Grouping Students for Instruction:
Winter of Kindergarten

Group 1

List the students who scored:

18 or more on PSF and 13 or more on NWF

These students are probably on track for learning phonemic awareness and phonics. If there are no teacher concerns, check at next benchmark time.

| NAME | PSF | NWF |
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Group 2

List the students who scored:

18 or more on PSF and less than 13 on NWF

These students are probably on track for learning phonemic awareness but may need support to learn beginning phonics skills. Instructional focus should be on phonics.

Progress monitor with NWF.

| NAME | PSF | NWF |
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Group 3

List the students who scored:

Less than 18 on PSF and 13 or more on NWF

These students may have beginning phonics skills but may need additional support to learn phonemic awareness. Instructional focus should be on phonemic awareness.

Progress Monitor with PSF.

| NAME | PSF | NWF |
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Group 4

List the students who scored:

Less than 18 on PSF and less than 13 on NWF

These students may need additional support to learn phonemic awareness and beginning phonics skills. Instructional focus should be phonemic awareness and phonics skills.

Progress Monitor with PSF and NWF.

| NAME | PSF | NWF |
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Grouping Students for Instruction:
Spring of Kindergarten

Group 1

List the students who scored:

35 or more on PSF and 25 or more on NWF

These students have probably mastered phonemic awareness and are probably on track with learning phonics skills. If there are no teacher concerns, check at next benchmark time.

| NAME | PSF | NWF |
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Group 2

List the students who scored:

35 or more on PSF and less than 25 on NWF

These students have probably mastered phonemic awareness but may need to work on learning phonics skills.

Progress monitor with NWF.

| NAME | PSF | NWF |
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Group 3

List the students who scored:

Less than 35 on PSF and 25 or more on NWF

These students may have beginning phonics skills but may not have mastered phonemic awareness.

Progress Monitor with PSF.

| NAME | PSF | NWF |
|------|-----|-----|
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Group 4

List the students who scored:

Less than 35 on PSF and less than 25 on NWF

These students may need to work on learning phonemic awareness and beginning phonics skills.

Progress Monitor with PSF and NWF.

| NAME | PSF | NWF |
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Grouping Students for Instruction:
Fall of First Grade

Group 1

List the students who scored:

35 or more on PSF and 24 or more on NWF

These students have probably mastered phonemic awareness and are probably on track with learning phonics skills. If there are no teacher concerns, check at next benchmark time.

| NAME | PSF | NWF |
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Group 2

List the students who scored:

35 or more on PSF and less than 24 on NWF

These students have probably mastered phonemic awareness but may need to work on learning phonics skills.

Progress monitor with NWF.

| NAME | PSF | NWF |
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Group 3

List the students who scored:

Less than 35 on PSF and 24 or more on NWF

These students may have beginning phonics skills but may not have mastered phonemic awareness.

Progress Monitor with PSF.

| NAME | PSF | NWF |
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Group 4

List the students who scored:

Less than 35 on PSF and less than 24 on NWF

These students may need to work on learning phonemic awareness and beginning phonics skills.

Progress Monitor with PSF and NWF.

| NAME | PSF | NWF |
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Grouping Students for Instruction:
Winter of First Grade

Group 1

List the students who scored:

50/15 or more on NWF and 20 or more on ORF

These students are probably on track for learning phonics skills and becoming fluent readers. If there are no teacher concerns, check at next benchmark time. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)

| NAME | NWF | ORF |
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Group 2

List the students who scored:

50/15 or more on NWF and less than 20 on ORF

These students are probably on track for learning phonics but may need support in accuracy and fluency skills in reading connected text. Instructional focus should be on accuracy, fluency, and comprehension in connected text. **Progress monitor with ORF. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)**

| NAME | NWF | ORF |
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Group 3

List the students who scored:

Less than 50/15 on NWF and more than 20 on ORF

These students may need support to learn phonics skills. Although they appear to be on track for accuracy and fluency in reading connected text, they may not maintain their progress in oral reading fluency. Instructional focus should be on phonics skills. **Progress Monitor with PSF. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)**

| NAME | NWF | ORF |
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Group 4

List the students who scored:

Less than 50/15 on NWF and less than 20 on ORF

These students may need additional support to learn phonics skills and acquire accuracy and fluency in reading connected text. Instructional focus should be on phonics skills and accuracy, fluency and comprehension of text. **Progress Monitor with NWF and ORF. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)**

| NAME | NWF | ORF |
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Grouping Students for Instruction:
Spring of First Grade

Group 1

List the students who scored:

50/15 or more on NWF and 40 or more on ORF

These students are probably on track for learning phonics skills and becoming fluent readers. If there are no teacher concerns, check at next benchmark time. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)

| NAME | NWF | ORF |
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Group 2

List the students who scored:

50/15 or more on NWF and less than 40 on ORF

These students are probably on track for learning phonics skills but may need support in accuracy and fluency in reading connected text. Instructional focus should be on accuracy, fluency, and comprehension in connected text.

Progress monitor with ORF. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)

| NAME | NWF | ORF |
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Group 3

List the students who scored:

Less than 50/15 on NWF and more than 40 on ORF

These students may need support to learn phonics skills. Although they appear to be on track for accuracy and fluency in reading connected text, they may not maintain their progress in oral reading fluency. Instructional focus should be on phonics skills. **Progress Monitor with NWF. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)**

| NAME | NWF | ORF |
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Group 4

List the students who scored:

Less than 50/15 on NFF and less than 40 on ORF

These students may need additional support to learn phonics skills and acquire accuracy and fluency in reading connected text. Instructional focus should be on phonics skills and accuracy, fluency and comprehension in connected text. **Progress Monitor with NWF and ORF. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)**

| NAME | NWF | ORF |
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Grouping Students for Instruction:
Fall of Second Grade

Group 1

List the students who scored:

50/15 or more on NWF and 44 or more on ORF

These students are probably on track for learning phonics skills and becoming fluent readers. If there are no teacher concerns, check at next benchmark time. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)

| NAME | NWF | ORF |
|------|-----|-----|
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Group 2

List the students who scored:

50/15 or more on NWF and less than 44 on ORF

These students are probably on track for learning phonics skills but may need support in accuracy and fluency in reading connected text. Instructional focus should be on accuracy, fluency, and comprehension in connected text.

Progress monitor with ORF. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)

| NAME | NWF | ORF |
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Group 3

List the students who scored:

Less than 50/15 on NWF and more than 44 on ORF

These students may need support to learn phonics skills. Although they appear to be on track for accuracy and fluency in reading connected text, they may not maintain their progress in oral reading fluency. Instructional focus should be on phonics skills. **Progress Monitor with NWF. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)**

| NAME | NWF | ORF |
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Group 4

List the students who scored:

Less than 50/15 on NWF and less than 44 on ORF

These students may need additional support to learn phonics skills and acquire accuracy and fluency in reading connected text. Instructional focus should be on phonics skills and accuracy, fluency and comprehension in connected text. **Progress Monitor with NWF and ORF. (Highlight any students below 35 on PSF. Check phonemic awareness and provide support if indicated.)**

| NAME | NWF | ORF |
|------|-----|-----|
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Grouping Students for Instruction:
Winter of Second Grade

Group 1

List the students who scored:

More than 68 on ORF

These students are probably on track for accuracy and fluency in reading connected text. If there are no teacher concerns, check at next benchmark time. Highlight students below 50% of ORF or RTF. Check comprehension and provide support if indicated.

| NAME | ORF |
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Group 2

List the students who scored:

Between 52 and 68 on ORF

These students need additional support for accuracy and fluency in reading connected text.

Progress monitor with ORF. (Highlight any students below 50/15 on NWF. Check phonics skills and provide support if indicated.)

| NAME | ORF |
|------|-----|
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Group 3

List the students who scored:

Less than 52 on ORF

These students need additional support for accuracy and fluency in reading connected text.

Progress Monitor with ORF. (Highlight any students below 50/15 on NWF or below 35 on PSF. Check phonemic awareness and phonics skills and provide support if indicated.)

| NAME | ORF |
|------|-----|
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Grouping Students for Instruction:
Spring of Second Grade

Group 1

List the students who scored:

More than 90 on ORF

These students are probably on track for accuracy and fluency in reading connected text. If there are no teacher concerns, check at next benchmark time. Highlight students below 50% of ORF or RTF. Check comprehension and provide support if indicated.

| NAME | ORF |
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Group 2

List the students who scored:

Between 70 and 90 on ORF

These students need additional support for accuracy and fluency in reading connected text.

Progress monitor with ORF. (Highlight any students below 50/15 on NWF. Check phonics skills and provide support if indicated.)

| NAME | ORF |
|------|-----|
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Group 3

List the students who scored:

Less than 70 on ORF

These students need additional support for accuracy and fluency in reading connected text.

Progress Monitor with ORF. (Highlight any students below 50/15 on NWF or below 35 on PSF. Check phonemic awareness and phonics skills and provide support if indicated.)

| NAME | ORF |
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Grouping Students for Instruction:
Fall of Third Grade

Group 1

List the students who scored:

More than 77 on ORF

These students are probably on track for accuracy and fluency in reading connected text. If there are no teacher concerns, check at next benchmark time. Highlight students below 50% of ORF or RTF. Check comprehension and provide support if indicated.

| NAME | ORF |
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Group 2

List the students who scored:

Between 53 and 77 on ORF

These students need additional support for accuracy and fluency in reading connected text.

Progress monitor with ORF. (Highlight any students below 50/15 on NWF. Check phonics skills and provide support if indicated.)

| NAME | ORF |
|------|-----|
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Group 3

List the students who scored:

Less than 53 on ORF

These students need additional support for accuracy and fluency in reading connected text.

Progress Monitor with ORF. (Highlight any students below 50/15 on NWF. Check phonemic awareness and phonics skills and provide support if indicated.)

| NAME | ORF |
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Grouping Students for Instruction:
Winter of Third Grade

Group 1

List the students who scored:

More than 92 on ORF

These students are probably on track for accuracy and fluency in reading connected text. If there are no teacher concerns, check at next benchmark time. Highlight students below 50% of ORF or RTF. Check comprehension and provide support if indicated.

| NAME | ORF |
|------|-----|
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Group 2

List the students who scored:

Between 67 and 92 on ORF

These students need additional support for accuracy and fluency in reading connected text.

Progress monitor with ORF. (Highlight any students below 50/15 on NWF. Check phonics skills and provide support if indicated.)

| NAME | ORF |
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Group 3

List the students who scored:

Less than 67 on ORF

These students need additional support for accuracy and fluency in reading connected text.

Progress Monitor with ORF. (Highlight any students below 50/15 on NWF. Check phonemic awareness and phonics skills and provide support if indicated.)

| NAME | ORF |
|------|-----|
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Grouping Students for Instruction:
Spring of Third Grade

Group 1

List the students who scored:

More than 110 on ORF

These students are probably on track for accuracy and fluency in reading connected text. If there are no teacher concerns, check at next benchmark time. Highlight students below 50% of ORF or RTF. Check comprehension and provide support if indicated.

| NAME | ORF |
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Group 2

List the students who scored:

Between 80 and 110 on ORF

These students need additional support for accuracy and fluency in reading connected text.

Progress monitor with ORF. (Highlight any students below 50/15 on NWF. Check phonics skills and provide support if indicated.)

| NAME | ORF |
|------|-----|
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Group 3

List the students who scored:

Less than 80 on ORF

These students need additional support for accuracy and fluency in reading connected text. Progress Monitor with ORF. (Highlight any students below 50/15 on NWF. Check phonemic awareness and phonics skills and provide support if indicated.)

| NAME | ORF |
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APPENDIX C

Individualized Intervention Plan

Tier III Individualized Intervention Plan

Kindergarten – Beginning of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|-----------------------------------|------------|-----------------------------------|----------------------------------|
| ISF/Phonemic Awareness | /8 | | |
| LNF/ | /8 | | |
| WUF/Vocabulary | /no goal | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress? Y / N |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| ISF/Phonemic Awareness | | | | |
| LNF/ | No PM for LNF | No PM for LNF | No PM for LNF | |
| WUF/Vocabulary | | | | |

* Progress Monitoring should occur for ISF and WUF every 1-2 weeks.

Date _____

| PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* | Describe any instructional changes. |
|------------------------|------------------------|------------------------|--|--|
| | | | | |
| No PM for LNF | No PM for LNF | No PM for LNF | | |
| | | | | |

| Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
|---|--|---------------|---------------|---------------|
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Tier III Individualized Intervention Plan

Kindergarten – Middle of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Beginning of Year Benchmark Score/Goal | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|-----------------------------------|---|------------------------------------|-----------------------------------|----------------------------------|
| ISF/Phonemic Awareness | /8 | /25 | | |
| LNF/ | /8 | /27 | | |
| WUF/Vocabulary | /no goal | /no goal | | |
| PSF/Phonemic Awareness | ----- | /18 | | |
| NWF/Phonics | ----- | /13 | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress?* |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| ISF/Phonemic Awareness | | | | Y / N |
| LNF/ | No PM for LNF | No PM for LNF | No PM for LNF | |
| WUF/Vocabulary | | | | |
| PSF/Phonemic Awareness | | | | |
| NWF/Phonics | | | | |

* Progress Monitoring should occur for ISF, PSF, NWF and WUF every 1-2 weeks.

Date _____

| PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* | Describe any instructional changes. |
|------------------------|------------------------|------------------------|--|--|
| | | | Y / N | |
| No PM for LNF | No PM for LNF | No PM for LNF | | |
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| Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
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Tier III Individualized Intervention Plan

Kindergarten – End of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Beginning of Year Benchmark Score/Goal | Mid-Year Benchmark Score/Goal | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|--------------------------------------|---|-------------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| ISF/Phonemic Awareness | /8 | /25 | ----- | | |
| LNF/ | /8 | /27 | /40 | | |
| WUF/Vocabulary | /no goal | /no goal | /no goal | | |
| PSF/Phonemic Awareness | ----- | /18 | /35 | | |
| NWF/Phonics | ----- | /13 | /25 | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress?* |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| ISF/Phonemic Awareness | | | | Y / N |
| LNF/ | No PM for LNF | No PM for LNF | No PM for LNF | |
| WUF/Vocabulary | | | | |
| PSF/Phonemic Awareness | | | | |
| NWF/Phonics | | | | |

* Progress Monitoring should occur for PSF, NWF and WUF every 1-2 weeks. If ISF goal of 25 has not been met by mid year, then progress monitoring should continue to occur in ISF.

Date _____

| PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* | Describe any instructional changes. |
|------------------------|------------------------|------------------------|--|--|
| | | | Y / N | |
| No PM for LNF | No PM for LNF | No PM for LNF | | |
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| Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
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Tier III Individualized Intervention Plan

First Grade – Beginning of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|-----------------------------------|------------|-----------------------------------|----------------------------------|
| LNF | /37 | | |
| PSF/Phonemic Awareness | /35 | | |
| NWF/Phonics | /24 | | |
| WUF/Vocabulary | | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress? Y / N |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| LNF | No PM for LNF | No PM for LNF | No PM for LNF | |
| PSF/Phonemic Awareness | | | | |
| NWF/Phonics | | | | |
| WUF/Vocabulary | | | | |

* Progress Monitoring should occur for PSF, NWF and WUF every 1-2 weeks.

Date _____

| | PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* Y / N | Describe any instructional changes. |
|--|--------------------------------|--------------------------------|--------------------------------|--|--|
| | No PM for LNF | No PM for LNF | No PM for LNF | | |
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| | Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
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Tier III Individualized Intervention Plan

First Grade – Middle of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Beginning of Year Benchmark Score/Goal | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|-----------------------------------|---|------------------------------------|-----------------------------------|----------------------------------|
| PSF/Phonemic Awareness | /35 | /35 | | |
| NWF/Phonics | /24 | /50-15 | | |
| ORF/Fluency | ----- | /20 | | |
| RTF/Comprehension** | ----- | | | |
| WUF/Vocabulary | | | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

** Retell Fluency should be about 50% of the ORF.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress?* |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| PSF/Phonemic Awareness | | | | Y / N |
| NWF/Phonics | | | | |
| ORF/Fluency | | | | |
| RTF/Comprehension** | | | | |
| WUF/Vocabulary | | | | |

* Progress Monitoring should occur for PSF, NWF, ORF, RTF and WUF every 1-2 weeks.

Date _____

| | PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* Y / N | Describe any instructional changes. |
|--|--------------------------------|--------------------------------|--------------------------------|--|--|
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| | Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
|--|--|--|----------------------|----------------------|----------------------|
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Tier III Individualized Intervention Plan

First Grade – End of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Beginning of Year Benchmark Score/Goal | Mid-Year Benchmark Score/Goal | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|--------------------------------------|---|-------------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| PSF/Phonemic Awareness | /35 | /35 | | | |
| NWF/Phonics | /24 | /50-15 | | | |
| ORF/Fluency | ----- | /20 | | | |
| RTF/ Comprehension** | | | | | |
| WUF/Vocabulary | | | | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

** Retell Fluency should be about 50% of the ORF.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress?* |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| PSF/Phonemic Awareness | | | | Y / N |
| NWF/Phonics | | | | |
| ORF/Fluency | | | | |
| RTF/Comprehension** | | | | |
| WUF/Vocabulary | | | | |

* Progress Monitoring should occur for PSF, NWF, ORF, RTF and WUF every 1-2 weeks.

Date _____

| | PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* Y / N | Describe any instructional changes. |
|--|--------------------------------|--------------------------------|--------------------------------|--|--|
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| | Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
|--|--|--|----------------------|----------------------|----------------------|
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Tier III Individualized Intervention Plan

Second Grade – Beginning of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|-----------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| NWF/Phonics | /50-15 | | |
| ORF/Fluency | /44 | | |
| RTF/Comprehension** | | | |
| WUF/Vocabulary | | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

** Retell Fluency should be about 50% of the ORF.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress? Y / N |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| NWF/Phonics | | | | |
| ORF/Fluency | | | | |
| RTF/Comprehension** | | | | |
| WUF/Vocabulary | | | | |

* Progress Monitoring should occur for ORF, RTF and WUF every 1-2 weeks.

Date _____

| | PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* Y / N | Describe any instructional changes. |
|--|--------------------------------|--------------------------------|--------------------------------|--|--|
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| | Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
|--|--|--|----------------------|----------------------|----------------------|
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Tier III Individualized Intervention Plan

Second Grade – Middle of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Beginning of Year Benchmark Score/Goal | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|-----------------------------------|---|------------------------------------|-----------------------------------|----------------------------------|
| NWF/Phonics | /50-15 | ----- | | |
| ORF/Fluency | /44 | /68 | | |
| RTF/Comprehension** | | | | |
| WUF/Vocabulary | | | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

**Retell Fluency should be about 50% of the ORF.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress?* |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| NWF/Phonics | | | | Y / N |
| ORF/Fluency | | | | |
| RTF/Comprehension** | | | | |
| WUF/Vocabulary | | | | |

* Progress Monitoring should occur for ORF, RTF and WUF every 1-2 weeks.

Date _____

| | PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* Y / N | Describe any instructional changes. |
|--|--------------------------------|--------------------------------|--------------------------------|--|--|
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| | Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
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Tier III Individualized Intervention Plan

Second Grade – End of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Beginning of Year Benchmark Score/Goal | Mid-Year Benchmark Score/Goal | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|--------------------------------------|---|-------------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| NWF/Phonics | /50-15 | ----- | ----- | | |
| ORF/Fluency | /44 | /68 | /90 | | |
| RTF/ Comprehension** | | | | | |
| WUF/Vocabulary | | | | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

** Retell Fluency should be about 50% of the ORF.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress?* |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| NWF/Phonics | | | | Y / N |
| ORF/Fluency | | | | |
| RTF/ Comprehension** | | | | |
| WUF/Vocabulary | | | | |

* Progress Monitoring should occur for ORF, RTF and WUF every 1-2 weeks.

Date _____

| | PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* Y / N | Describe any instructional changes. |
|--|--------------------------------|--------------------------------|--------------------------------|--|--|
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| | Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
|--|--|--|----------------------|----------------------|----------------------|
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Tier III Individualized Intervention Plan

Third Grade – Beginning of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|-----------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| ORF/Fluency | /77 | | |
| RTF/Comprehension** | | | |
| WUF/Vocabulary | | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aim line reflect a need to modify the Intervention Program.

** Retell Fluency should be about 50% of the ORF.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress? Y / N |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| ORF/Fluency | | | | |
| RTF/Comprehension** | | | | |
| WUF/Vocabulary | | | | |

* Progress Monitoring should occur for ORF, RTF and WUF every 1-2 weeks.

Date _____

| | PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* Y / N | Describe any instructional changes. |
|--|--------------------------------|--------------------------------|--------------------------------|--|--|
| | | | | | |
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| | Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
|--|--|--|----------------------|----------------------|----------------------|
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Tier III Individualized Intervention Plan

Third Grade – Middle of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Beginning of Year Benchmark Score/Goal | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|-----------------------------------|---|------------------------------------|-----------------------------------|----------------------------------|
| ORF/Fluency | /77 | /92 | | |
| RTF/Comprehension** | | | | |
| WUF/Vocabulary | | | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

**Retell Fluency should be about 50% of the ORF.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress?* |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| ORF/Fluency | | | | Y / N |
| RTF/Comprehension** | | | | |
| WUF/Vocabulary | | | | |

* Progress Monitoring should occur for ORF, RTF and WUF every 1-2 weeks.

Date _____

| | PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* Y / N | Describe any instructional changes. |
|--|--------------------------------|--------------------------------|--------------------------------|--|--|
| | | | | | |
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| | Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
|--|--|--|----------------------|----------------------|----------------------|
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| | | | | | |
| | | | | | |

Tier III Individualized Intervention Plan

Third Grade – End of Year

Student _____ Grade _____ Teacher _____

| Assessment/ 5 Comp. of Reading | Beginning of Year Benchmark Score/Goal | Mid-Year Benchmark Score/Goal | Current Benchmark Score/Goal | Entry Date into Tier III | SBRR Program Being Used |
|--------------------------------------|---|-------------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| ORF/Fluency | /44 | /68 | /90 | | |
| RTF/ Comprehension** | | | | | |
| WUF/Vocabulary | | | | | |

* Adequate Progress consists of monitorings at or above the aimline. Remember, three consecutive data points below the aimline reflect a need to modify the Intervention Program.

** Retell Fluency should be about 50% of the ORF.

| Assessment/ 5 Comp. of Reading | PM 4 Score Date: | PM 5 Score Date: | PM 6 Score Date: | *Are Students Making Adequate Progress?* |
|-----------------------------------|------------------------|------------------------|------------------------|--|
| ORF/Fluency | | | | Y / N |
| RTF/ Comprehension** | | | | |
| WUF/Vocabulary | | | | |

* Progress Monitoring should occur for ORF, RTF and WUF every 1-2 weeks.

Date _____

| | PM 1 Score Date: | PM 2 Score Date: | PM 3 Score Date: | *Are Students Making Adequate Progress?* Y / N | Describe any instructional changes. |
|--|--------------------------------|--------------------------------|--------------------------------|--|--|
| | | | | | |
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| | | | | | |

| | Describe any instructional changes. | If Adequate Progress has not been made, diagnostics should be administered. | TPRI Date: | PPVT Date: | GORT Date: |
|--|--|--|----------------------|----------------------|----------------------|
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APPENDIX D

Teaching Strategies

NOTES:

Phonological Awareness

Tennessee Standards: K.1.04; 1.1.04; 2.1.04; 3.1.04; 4.1.03; 5.1.03

Phonological awareness is the ability to identify rhyming words and word parts, such as syllables, onset and rime, and phonemes. Phonemic awareness, the highest level of phonological awareness, is the ability to identify and manipulate phonemes, the smallest sound in spoken words.

Hierarchy of Phonological Awareness Skills (adapted from *Reading Strategies for Elementary Students with Learning Disabilities* p. 28 – William N. Bender and Martha J. Larkin)

1. Detecting rhyming sounds
2. Identifying words within a sentence
3. Identifying syllables in words
4. Recognizing the same initial sound in words (**DIBELS assessed**)
5. Categorizing onsets and rimes
6. Isolating middle and ending sounds
7. Identifying the same sounds in words
8. Blending sounds into words
9. Segmenting or dividing sounds within words (**DIBELS assessed**)
10. Phoneme addition
11. Phoneme deletion
12. Phoneme substitution

Strategies for Detecting Rhyming Sounds

Identify rhyming words which students hear in word pairs

- 1) What Rhymes?:
 - a) Give rhyming words for a word.
 - b) Identify rhyming words they hear in a song or a poem.
 - c) Match pictures of words that rhyme. These can be cut to form a puzzle so only the words that rhyme will fit together.
- 2) Rhyming Game: "The Ship is Loaded With" Students sit in a circle and the teacher tosses a bean bag to a student to complete the sentence. "The ship is loaded with peas and ... (fleas, trees, bees, keys...)"
- 3) Oops! Wrong Rhyme: Teacher says or reads a sentence and students complete with the correct rhyme. E.g.: "This is a boat. Oops! Wrong rhyme! I mean this is a goat. Boat and goat rhyme."

Strategies for Recognizing the Same Initial Sound in Words

NOTES:

- 1) Identify the sound:
 - a) Identify two words that begin with the same sound in a one-sentence passage. E.g.: "Listen to this sound /s/. Which words begin with the /s/ sound? Sam the seal played with the ball. Which words begin with the /s/ sound?"
 - b) Students provide another word that has the same initial sound when spoken by the teacher or a partner.
 - c) Identify the word with the different initial sound in a sequence. "Which word does not belong? Bus, bun, or rug?"
 - d) Students isolate phonemic sounds. "What is the first sound in bat?"
- 2) Sorts: Sort pictures or objects by initial sound.

Strategies for Segmentation

- 1) Segmentation:
 - a) Segment sentences into individual words. Have students clap hands with each individual word.
 - b) Just Say Part: Teacher directed activity. Student says a complete sentence and then drops off one word from the end each time until down to only the first word.
 - c) Segment words into syllables. Begin with student names.
 - d) Segment words into phonemes.
- 2) Sound isolation
 - a) "What is the first sound in /b/ /a/ /t/?"
 - b) Say the first sound in "sun."

Strategies for Categorizing Onsets and Rimes

- 1) Push Together: "I am going to say the parts of a word, then the whole word. I'll use these picture puzzles to help me say the parts and the whole word. This is cave. The first part is /c/. The rest of the word is /ave/. I am going to say the parts again, then push them together. /c/ /ave/." (Move the puzzle together.) "Cave. Now it is your turn."
- 2) Build word families.

Strategies for Isolating Middle and Ending Sounds

- 1) "I Spy": Identify middle or ending sounds in words. Use pictures, words from a story, or isolated words to demonstrate and create an activity to identify sounds. E.g.: "I spy a picture with /d/ in the middle."
- 2) Identify sounds in new vocabulary words.

NOTES:

Strategies for Blending Sounds into Words

- 1) Syllable Blending Game: The teacher calls out words one syllable at a time. Have the students put the word together and say the whole word, e.g., /hap/ /py/ happy, /pic/ /ture/ picture
- 2) Guess-the-word Blending Game: Teacher pronounces the sounds in isolation. "What word is /s/ /k/ /u/ /l/? (school). Variation – use picture cards of objects. Place 4-5 pictures before the students and pronounce the sounds of one of the pictures. Student identifies the correct picture.
- 3) Elkonin Boxes (Sound Boxes): Use markers to show movement of one sound to the next. As the teacher and student make the sounds of a word she/he moves the marker from one box to the next.
- 4) Sliding: Say the individual sounds in a word, have students place their hands on their arms at the shoulder, and have students blend the sounds together as they slide their hands down their arms.
- 5) Tap and Blend: The students are asked first to tap the separate sounds on their arm, then move down their arm in a sweeping motion and blend the sounds into a word.

Strategies for Segmentation (DIBELS – Phonemic Segmentation)

- 1) Head, Shoulders, Knees and Toes: Students segment phonemes by touching their head for the first sound, shoulders for the middle sound, and the knees for the final sound in a word. (Four phoneme words include toes)
- 2) Phoneme Chairs: Seated in chairs, students stand on cue and say one sound at a time to speak a word.
- 3) Say It, Move It:
 - a) Segment short words into individual phonemes (Sun: /s/ /u/ /n/, stop /s/ /t/ /o/ /p/). Use sound boxes.
 - i) Students are given counters (markers) so that one counter can be placed below each divided section.
 - ii) Teacher models the segmenting sounds task by saying the word slowly and placing a counter in each section of the rectangle as the sound for that section is said.
 - iii) Students place their counters in the respective section while the teacher says the target word slowly.
 - iv) The students may articulate the targeted word while they place their counters in the respective rectangle sections.

Strategies for Phoneme Substitution

- 1) Phoneme deletion: "What is smile without the /s/?" (mile)
- 2) Substitute letter sounds in familiar rhymes or songs.
- 3) Change the Word: Teacher shows the picture (bat) and says the word. Change the first sound to /h/. "If you change the sound, what is the new word?"

Strategies for Alliteration

- 1) Teacher reads an alliterative silly sentence, leaving off the last word, which students have to fill in. E.g.: “Lively little lambs like to lift large...”
- 2) The Pyramid: Build a pyramid using words beginning with the same sounds. E.g.,

Wondering
Watching, Waving
Writing Wacky Words
Whizzing, Wild, Whirling Wonders

Guideline for Instructing Phonemic Awareness: *(adapted from Carrie Thomas Beck and Deborah Simmons presentation)*

- 1) Manipulation of sounds using auditory cues and the use of manipulatives that signal movement of one sound to the next. (K)
- 2) Focuses beginning phonemic level instruction on short words (two or three phonemes; e.g., at, mud, run). (K)
- 3) Progress from the easier phonemic awareness activities to more difficult (e.g., isolation, blending, segmentation, manipulation). (K&1) (DIBELS assessed)
- 4) Analyze words at the phoneme level (e.g., working with individual sounds within words). (K&1)
- 5) In kindergarten, focus is on the initial sounds, then on final sounds, and lastly on medial sounds in words. In grade 1, focus is on the phonemes in all positions. (K&1)
- 6) Work with increasingly longer words and expand beyond consonant-vowel-consonant words to more complex phonemic structures (consonant blends). (1)

NOTES:

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NOTES:

Phonics (Alphabetic Principle)

Tennessee Standards: K.1.05; 1.1.05; 2.1.05; 3.1.05; 4.1.04; 5.1.04

Phonics is the relationship of letters (graphemes) and individual sounds (phonemes) and the blending of these sounds into words.

Hierarchy of Phonics Skills

1. Beginning Consonant Sounds
2. Final Consonant Sounds
3. Short Vowels – **DIBELS assessed**
4. Long Vowels
5. Initial Consonant Digraphs and Blends
6. Other vowels such as oo, ou, ow, oi, oy
7. More complex vowel spellings
8. Structural analysis
9. Multisyllabic words

Sounds

- 1) Sound Boxes:
 - a) Teacher selects picture for the target word.
 - b) Students are given the letters to be placed below each divided section.
 - c) Teacher models the segmenting sounds task by saying the word slowly and placing the letters in each section of the rectangle as the sound is said.
 - d) Students place their letters in the respective rectangle sections while the teacher says the target word slowly.
 - e) The students may articulate the targeted word while they place their letters in the respective rectangle.

Strategies for Decoding Words (*DIBELS – Nonsense Words*)

- 1) Real or Nonsense?
 - a) Teacher prepares 15 cards of real and nonsense words on index cards. Individuals read the words as quickly as possible. After reading all the cards, the teacher gives clues (definitions, clues, or sounds) for the real words. Students find the words.
 - b) Teacher prepares 15 cards of real and nonsense words on index cards. Individuals read the words as quickly as possible. After reading all the cards, the students sort the real and nonsense words.

- 2) Three Sound Deck: Prepare three decks of letter cards. The first and last decks are consonants and the middle deck is vowels. Students flip one card from each deck and read the real or nonsense word.
- 3) Discover unknown words by using:
 - a) Letter Sounds
 - b) Known Parts
 - c) Letter Clusters
 - d) Vowel Sounds
 - e) Cover the Ending
 - f) Chunk It
 - g) Do you know another word that looks like this one?

NOTES:

Strategies for Spelling the Word

- 1) Matching Letters to Sounds: Write the letters in the respective sound boxes as they slowly say each sound.
- 2) Word Chains: Early spelling should start with a simple word and then change one letter-sound at a time. (ball, bill, will, hill, hit, hat, ...)
- 3) Word Hunt: Search for words within text. Write the words and share with others by reading and spelling the words.
- 4) Punch: Say the vowel sound and punch or emphasize the middle sounds /c/ /a/ /p/
- 5) Building words: Change the first/last letter
- 6) Multisyllabic words: Flexing syllables
 - a) Write a multisyllabic word such as document on the board.
 - b) Ask the students to divide the word and pronounce it.
 - c) If it doesn't sound right, then divide another way by moving a letter in question to the other syllable and try pronouncing it again. (e.g., If the student writes *do cu ment*, ask him to pronounce it. Flex the syllable to create the correct pronunciation *doc u ment*.)

Strategies for Sorts

- 1) Picture Sort: Sort pictures according to the initial or final consonant sounds. Have the students look at the picture, say the word, and move it under the corresponding picture as they say the name of the picture. As they continue to sort say all of the words that begin with the same sound.

NOTES:

- 2) Word Sort: The same process is used for word sorts as for picture sorts, with the main difference being that words rather than pictures are placed on the cards.
- 3) Sort Sequence:
 - a) Word Families
 - b) Certain Vowel Sounds
 - c) Consonant Blends
 - d) Prefixes / Suffixes
 - e) One or Two Syllable
 - f) Plural – s / es
 - g) Compound words by categories

Strategies for Word Families

- 1) Flip Books: (onset and rime)
- 2) Word Maker Cards: (onset and rime) using two decks of cards one with onsets and the other with rime. Students match the correct onset and rime to form a word.
- 3) Go Fish: (onset and rime) Students ask for onset or rime to form a word.
- 4) Concentration: (onset and rime) Students flip cards to match onset and rime to form words.
- 5) Modified Bingo: Onset Bingo cards will be used. Call the rime. Student covers the onset if it creates a word.
- 6) Writing Word Family Words: List word families on a white board. Students chant the words on your white board. Explicit instruction e.g.: "This is how we make word families. The words in word families have different onsets or beginning letters, but they end with the very same vowels and letters and rhyme." (hat, bat, cat, rat, mat, sat...)

Strategies for Making Words

- 1) Word Builders: Student begins with two-letter words and then continues on to three, four, and five letter words. The student is given letters and is asked to make as many words as possible with those letters. The final word should include all the letters. For example, students build words with the sounds for **a, m, s,** and **t**. The following words could be built: **a, as, mat, sat, Sam, and, tam, mast.**
- 2) Analogy Chart: Select two known words. Make a “T” chart and write the words at the top. Ask the student to write new rhyming word under the known word. Have students underline the part in

the new word that is the same as the guideword.

NOTES:

| | |
|-----------------|-------------------------------|
| and | day |
| <u>sand</u> | <u>may</u> |
| <u>stand</u> | <u>play</u> |
| <u>standing</u> | <u>stayed</u> (add an ending) |
| <u>demand</u> | <u>betrayed</u> |

Strategies for Using Word Banks

- 1) Word banks are individual student's collection of words known in isolation. Review daily and continue to add words to the bank. When students become secure with some words, change them out for new words. Do not exceed 20 words in the bank.
- 2) Students create sentences using words from their word bank. As cooperative activities, two students may use their banks together to create sentences. Students may then write the sentences to share with others.

Strategies for Irregular High-Frequency Words

- 1) Word Hunt: Students search for high frequency words within a familiar text.
- 2) What's Missing?:
 - a) Write a high frequency word on white board.
 - b) Students spell the word.
 - c) Teacher conceals the board and erases a letter/s.
 - d) Students identify the missing letter/s.
 - e) Student then reads and spells the word. (Richardson, 2002)
- 3) Mix It and Fix It: Use magnetic letters or letter cards.
 - a) Slide finger under the letters and say the word slowly.
 - b) Then ask the students to mix up the letters and fix the letters to make the word again. (Richardson, 2002)

Guidelines for Instructing Phonics – Decoding *(adapted from Carrie Thomas Beck and Deborah Simmons presentation)*

- 1) Introduce high-utility letter-sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/,) instead of low-utility letter sounds. (K&1)
- 2) Incorporate frequent and cumulative review of taught letter sounds and blending of sounds to increase automaticity. (K&1st) (DIBELS assessed)

NOTES:

- 3) Sequence the introduction of letter sounds, letter combinations, and word parts in ways that minimize confusion. (K, 1, 2, 3, 4 & 5)
- 4) Model instruction at each of the fundamental stages (e.g., letter-sounds correspondences, letter combinations, prefixes, word endings, blending, reading whole words). (K, 1, 2, 3, 4 & 5)
- 5) Introduce regular word for which student knows all the letter sounds.
- 6) Progress systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words. (K, 1, 2, 3, 4 & 5)
- 7) Incorporate spelling to reinforce word analysis. After students can read words, provide explicit instruction in spelling, showing students how to map the sounds of letters on to print. (1, 2, 3, 4, & 5)
- 8) Provide controlled word lists and connected text in which students can apply their newly learned skills successfully. (1, 2, 3, 4, & 5)
- 9) Begin instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. (1, 2, 3, 4, & 5)
- 10) Teach students to process larger, highly represented patterns to increase fluency in word recognition. (1, 2, 3, 4, & 5)
- 11) Teach advanced phonics skills explicitly, first in isolation, then in words and connected text. (2, 3, 4, & 5)
- 12) Teach explicit strategies to read multisyllabic words by using prefixes, suffixes, and known parts. (2, 3, 4, & 5)
- 13) Use structural analysis to support word recognition strategies. (3, 4, & 5)

Fluency

Tennessee Standards: K.1.07; 1.1.07; 2.1.07; 3.1.07; 4.1.06; 5.1.06

Fluency is the ability to read a text accurately and with prosody. Fluent readers recognize words automatically, grouping words quickly to gain meaning.

Hierarchy of Fluency – the bridge between word recognition and comprehension.

1. Reading pictures, letters, and sounds with accuracy and appropriate rate.
2. Reading list of words with accuracy and appropriate rate.
3. Reading text with accuracy:
 - a. Frustration Level – Difficult text for the reader (less than 90% accuracy)
 - b. Instructional Level – Challenging but manageable text for the reader (90% accuracy).
 - c. Independent Level – Relatively easy text for the reader (95% accuracy). This means that the student misses only 1 of every 20 words. (*Put Reading First*, p. 25)
4. Reading text with appropriate rate: **(DIBELS assessed)**
 - d. 40-words-per minute by the end of grade 1
 - e. 90-words-per minute by the end of grade 2
 - f. 110-words-per minute by the end of grade 3
 - g. 118-words-per minute by the end of grade 4
 - h. 124-words-per minute by the end of grade 5
5. Reading text with appropriate accuracy, rate, and prosody.

Strategies for Fluency

- 1) Echo Reading: The teacher reads a line or phrase, and then the children echo it back.
- 2) Predictable Reading: Use books that have rhyme, rhythm, or repetition.
- 3) Choral Reading: Students read as a group.
- 4) Tape-assisted Reading:
 - a) Listen to a book on tape, listening for a particular fluency skill.
 - b) Read along as they hear a fluent reader read the book on audiotape.
 - c) Independent reading of book.

NOTES:

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NOTES:

- 5) Repeated Reading of Familiar Text:
 - a) Individual
 - b) Choral
 - c) Buddy Reading
- 6) Phrasing:
 - a) Write a sentence on a strip, cut it in phrases, and have students read the sentences using correct phrasing. Model reading in phrases and with expression, and attending to punctuation.
 - b) On a page of copied text, place slash marks at each natural break. Have students read fluently to each slash mark before pausing.
- 7) Neurological Impress:
 - a) Select a passage at independent level.
 - b) Have the student sit slightly in front of you so that your voice is close to the child's ear.
 - c) Read with the child, but a little louder and faster than the child. (This will encourage the child to increase his rate.)
 - d) Reread the same passage several times. Drop your voice behind the child's as the child begins to read fluently.
 - e) As the child reads, do not correct any miscues. Your goal is to help the child build fluency. (Make a mental note of miscues to be addressed later.)
 - f) Increase the pace and encourage the child to read fluently at a faster pace.
- 8) Readers' Theater: Scripted readings with assigned lines. The children should practice their lines before presenting to the audience.
- 9) Fluency Practice:
 - a) Step 1 – Introduce the selected passage by motivating interest and activating prior knowledge.
 - b) Step 2 – Teacher models the reading of the passage. This allows the teacher to model the rate, enunciation, and intonation that gives meaningful expression to the passage. Teacher makes a mental note or marks words that may cause readers to hesitate.
 - c) Step 3 – The teacher and students read passage together.
 - d) Step 4 – Students identify unfamiliar words. The teacher may pre-select two or three words. The teacher writes them down while pronouncing and defining them. Review each word, its pronunciation, and definition for students.
 - e) Step 5 – On a second or subsequent reading, students are paired. The teacher directs students at stopping points in the

passage. Students alternate reading. Remind students to assist their partner with difficult words as needed.

NOTES:

- f) Step 6 – One minute timed reading practice improves fluency.
 - i) Assign student pairs and determine who will be the first reader.
 - ii) At the teacher's signal, have the first reader read as much of the story as possible while the other partner follows along and corrects any mistakes.
 - iii) Instruct students to mark where they stopped reading. Students count and record the number of words read correctly in one minute.
 - iv) Have partners switch roles and repeat process.

10) Reading Sandwich (from Joseph C. Witt) Use a 200 word passage:

- a) As the student reads out loud, the teacher will time the reading for 1 minute. Mark the words the student misreads or was unable to read.
- b) Write 2 or 3 unknown words on file cards.
- c) Choose 7 known words that are meaningful to the passage and write them on file cards.
- d) Using all file cards, give definition and sentence for unknown words.
- e) Have students read the cards several times.
- f) After practicing the cards, have the student reread the passage while being timed.
- g) Continue with the next 200 words. Replace known words with any new unknown words.

Guidelines for Instructing Fluency *(adapted from Carrie Thomas Beck and Deborah Simmons presentation)*

- 1) Introduce passage reading soon after students can read a sufficient number of words accurately. (1)
- 2) Initial stories/passages composed of a high percentage of regular words (75-80% decodable words.) (1)
- 3) Build toward fluency goals:
 - a) 40-words-per minute by the end of grade 1
 - b) 90-words-per minute by the end of grade 2
 - c) 110-words-per minute by the end of grade 3
 - d) 118-words-per minute by the end of grade 4
 - e) 124-words-per minute by the end of grade 5(DIBELS Assessed)

NOTES:

- 4) Provide fluency practice at the word level. (1,2)
- 5) Teach explicit strategy to permit reader to move from reading words in lists to reading words in sentences and passages. (1, 2, 3, 4, & 5)
- 6) Read passages that contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (1, 2, 3, 4, & 5)
- 7) Read passages that contain high-frequency irregular words that have been previously taught. (1, 2, 3, 4, & 5)
- 8) Introduce fluency practice (e.g., repeated reading) after students read words in passages accurately. (1, 2, 3, 4, & 5)
- 9) Include sufficient independent practice materials of appropriate difficulty for students to develop fluency. (1, 2, 3, 4, & 5)
- 10) Assess fluency regularly. (1, 2, 3, 4, & 5)

Vocabulary

Tennessee Standards: K.1.06; 1.1.06; 2.1.06; 3.1.06; 4.1.05; 5.1.05

Vocabulary is the understanding of words in context. There are four types of vocabulary knowledge: listening, speaking, reading and writing.

Hierarchy of Vocabulary Skills:

- 1) Indirect
 - a) Listening Vocabulary – words a child knows when he hears them.
 - i) Speaking Vocabulary – words a child uses in speaking.
(DIBELS assessed)
 - ii) Reading Vocabulary – words a child recognizes in print.
 - iii) Writing Vocabulary – words a child uses in his writing.
- 2) Direct
 - a) Explicitly taught individual words
 - b) Explicitly taught word-learning strategies
(Put Reading First p. 34)

Indirect Strategies:

- 1) Daily Conversations: Engage in daily conversations with others and hear adults use new and interesting words.
- 2) Describe a picture: Cut out pictures from various sources. Have students describe the pictures. You may need to prompt students to elaborate the descriptions of their pictures through questioning.
- 3) Listening to adults read: Adult points out the terms and the meanings.
- 4) Individual reading of text
- 5) Repetitive use of newly mastered words

Strategies for Word Recognition

- 1) Word Bank Instruction:
 - a) Look for words that have the same spelling.
 - b) Look for words that rhyme.
 - c) Look for words that mean the same thing.
 - d) Write words on cards and play a dominoes game by matching the first and the last letter of each word.
 - e) Categorize words by their type: nouns, pronouns, verbs.
 - f) Write stories cooperatively.

NOTES:

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NOTES:

g) **Make, Mix, Remake:** Have student make sight words with letters, mix the letters and remake the word.

Strategies for Meaning

1) Graphic Organizers:

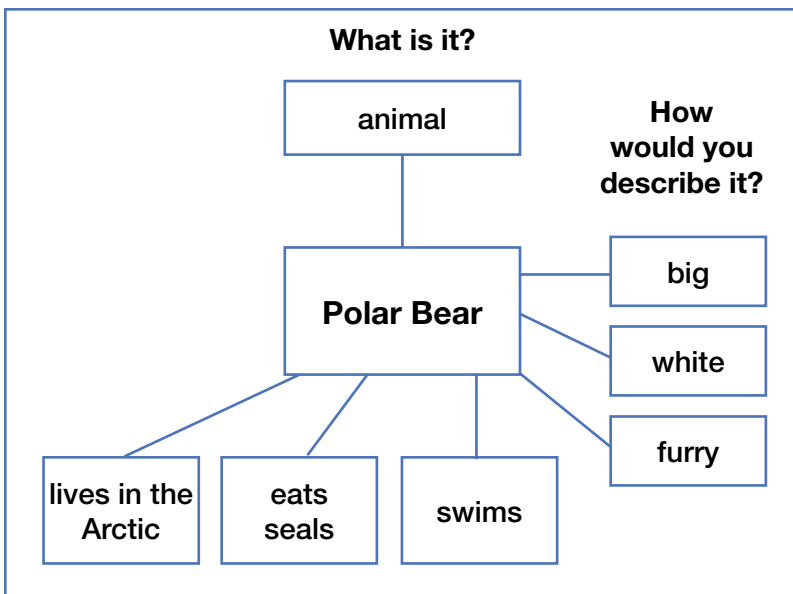
a) Semantic Webbing: The target word is placed in the center of the web. Related words or phrases are added around it.

b) **Concept Circle:** Classification and relationships between terms. To develop a concept circle, one first presents a divided (half, quarters, fifths,) circle on a chart and places various terms in those separate sections. Students work to describe the relationship between the ideas in each part of the circle in an effort to identify the specific concept represented.

c) Four Square Vocabulary Grids:

| | |
|----------------|-----------------------------|
| Word | Makes me think of... |
| Meaning | Opposite |

d) Concept of Definition Map:



e) Derivation Relationships: Map words from the same derivation: e.g., Photo (Greek meaning light): photographic, photogenic, photosynthesis, photograph.

f) Synonym / Antonym Word Meter:

| | | | | | |
|--------|--------|------|------|-----|---------|
| frigid | frozen | cool | warm | hot | boiling |
|--------|--------|------|------|-----|---------|

- 2) Introduction of words: Introduce words that are not in the students' listening vocabulary, cannot be decoded with current skills, and are not defined in the text.
- 3) Questioning and Reasoning: Teacher questions: "Which of these things might be extraordinary? A dog that likes to play ball, or a dog that does the dishes?" "What would an immense amount of snow look like outside your window?"
- 4) Making Choices: "If I say something that could be done leisurely, say (Leisurely.) If you'd need to be in a hurry, say (Hurry.) Running a race, lying by the side of a pool, completing your homework, sitting under a shade tree.... Students then create examples of "Making Choices."
- 5) Word Associations: Zoo – animals, balloons, cages, cotton candy, animal acts...

NOTES:

[illegible]

Strategies for Vocabulary Mastery

- 1) IT FITS: Visualization
 - I – Identify the term
 - T – Tell the definition
 - F – Find a key word
 - I – Imagine a picture of the key word
 - T – Think about the definition and key word
 - S – Study what you imagined
- 2) Vocabulary Cards: Students create pictures to assist them in remembering the new vocabulary terms and definitions.
- 3) Cloze Procedure: Structured fill-in-the-blank activity that emphasizes word comprehension and use of context clues to decipher words.

Strategies to Figure Out Unknown Words – Grades K-1

- 1) Use meaning (picture clues).
- 2) Reread.
- 3) Begin to say the first sound.
- 4) Cross Checking: Look at the pictures and first letter of the word to assist in identification of the word.

Strategies to Figure Out Unknown Words – Grades 2-3

- 1) Self-monitor with medial and final letters.
- 2) Use known parts to solve new words.
- 3) Chunk big words.
- 4) Solve new words using analogies.

NOTES:

Strategies to Figure Out Unknown Words – Grades 3-5

- 1) Use the words around the unknown word to help think of a word that makes sense in the sentence.
- 2) Use the letters and the sounds associated with the letters.
- 3) Look for root words, prefixes, suffixes, and endings.
- 4) Continue reading. Later sentences may help you figure out the unfamiliar word.

Guidelines for Instruction of Vocabulary *(adapted from Carrie Thomas Beck and Deborah Simmons presentation)*

- 1) Select words that are highly useful for passage understanding and /or later learning. (K, 1,2, 3, 4, & 5)
- 2) Explain meanings of words in everyday language. (K, 1, 2, 3, 4, & 5)
- 3) Provide direct instruction of targeted concepts and vocabulary. (K, 1, 2, 3, 4, & 5)
- 4) Provide repeated and multiple exposure to critical vocabulary in a variety of text. (K, 1, 2, 3, 4, & 5)
- 5) Integrate words into sentences and ask students to tell the meaning of the word and use it a sentence. (K, 1, 2, 3, 4, & 5) (DIBELS Assessed)
- 6) Engage students in processing word meaning at a deeper level (e.g., associating new words with known words, creating context for new words.). (K, 1, 2, 3, 4, & 5)
- 7) Review previously introduced words cumulatively. (K, 1, 2, 3, 4, & 5)
- 8) Teach strategies to use context to gain the meaning of an unfamiliar word. (1, 2, 3, 4, & 5)
- 9) Extend the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning multiple-meaning words. (2, 3, 4, & 5)
- 10) Teach dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of any unknown word. (K, 1, 2, 3, 4, & 5)

Comprehension

Tennessee Standards: K.1.09; 1.1.09; 2.1.09; 3.1.09; 4.1.07; 4.1.08; 5.1.07; 5.1.08

Comprehension is the reason for reading. Comprehension is not an entity by itself, but rather occurs as the culminating result of all the skills operating efficiently. Comprehension monitoring is where readers learn how to be aware of their understanding of the material.

Comprehension is an intentional, problem-solving thinking process.

Hierarchy of Text Comprehension:

- 1) Comprehension Monitoring – Readers learn how to be aware of their understanding of material.
- 2) Cooperative learning – where students learn reading strategies together.
- 3) Use of graphic and semantic organizers (including story-maps) – where readers make graphic representations of the material to assist comprehension.
- 4) Questioning / answering – where readers answer questions posed by the teacher and receive immediate feedback.
- 5) Question generation – where readers ask themselves questions about various aspects of the story.
- 6) Story structure – where students are taught to use the structure of the story as a means of helping them recall story content in order to answer questions and retell the story.

DIBELS Assessed

- 7) Summarization – where readers are taught to integrate ideas and generalize from the text information. (NICHHD 2000, p.15)

NOTES:

Strategies for Beginning Readers

- 1) Crosschecking: Checking visual information (initial letters) with meaning (picture cues).
- 2) Prediction: Use meaning to predict unknown words – Think about the story. What would make sense?
- 3) Recall and Sequence Events
- 4) Retell: To demonstrate comprehension
 - a) Students tell the main idea of the passage.
 - b) One student begins a retell of the passage. The next student builds on the first student’s response. Continue the retelling of the passage.

NOTES:

- 5) Five Finger Retell:
 - a) Character
 - b) Setting
 - c) Problem
 - d) Events – beginning, middle, end
 - e) Ending
- 6) Five Finger Retell:
 - a) Who?
 - b) What?
 - c) So What?
 - d) Now What?
 - e) What Next?
- 7) Create Summary Sentences: “Somebody / Wanted / But / So”
- 8) Questioning: Use post-it stickers while reading text. (Question what the author wants you to think. What is the character thinking on this page?)
- 9) Graphic Organizers:
 - a) Storyboards and Story Maps
 - b) Beginning, Middle, and End Charts
 - c) Character Perspective

| Character #1 Perspective | Story Event | Character #2 Perspective |
|-----------------------------|-------------|-----------------------------|
|-----------------------------|-------------|-----------------------------|

Strategies for Comprehension

- 1) Self-Questioning: Teacher prepares questions (What, Where, Problem, Character, Solution, Response to solution) and models answering the questions while reading a passage. Then have students read and answer the questions.
- 2) What Good Readers Do Comprehension Bookmark: visualize, wonder, make connections, express feelings, predict, ask questions, reread, and clarify.
- 3) Story Maps:
 - a) Help students focus on why something happened rather than what happened.
 - b) Help students consider the character's perspective rather than their own.
 - c) Help students focus on the story as a whole rather than just one particular part of the story.
- 4) Comparison Charts of Similar Stories: Compare characters, settings, problems, events, and solution.

Other Comprehension Strategies

- 1) Think-alouds: Model thinking process while doing read-alouds. Have students share their thinking.

| Strategy | Think Aloud Prompts |
|------------------------------------|---|
| Previewing | When I look over this passage, I can see... The picture tells me that... |
| Accessing background knowledge | I know some things about... This story reminds me of... |
| Setting a purpose | I want to find out about... I'm reading this because... |
| Predicting | From the title I can tell... I think ... will happen next because... |
| Visualizing | The picture I have in my mind is... |
| Identifying new words | If I use the other words in the sentence, this word must be... What part of the word do I know? |
| Thinking through a confusing point | This might mean... I'm not sure I understand this because... |
| Checking for understanding | So far, this story is about... The important parts so far are... |
| Using fix-up strategies | I need to reread the part about... I need help with... |
| Summarizing the story | The story is about... The story means... |

(Johns and Davis p. 282)

- 2) 4 Levels of Questioning:
 - a) Right There – I can find the answer in one place in the book.
 - b) Think and Search – I can find the answer in the book, but all of the answer won't be in the same place.
 - c) Author and You – I have to use what the author wrote and what I know to answer the question. I have to “read between the lines.”
 - d) On My Own – I can answer the question by using what I already know about the topic. (McLaughlin p. 240)
- 3) Gist Summaries: Begin with only 2 sentences and summarize with the fewest words. Build using more text, but summarizing in 15 words or less.
- 4) Making Text Connection:
 - a) Text to Self
 - b) Text to Text
 - c) Text to World

NOTES:

[illegible]

NOTES:

- 5) Cooperative Discussion and Questioning
- 6) Bibliotherapy
 - a) Identify with the story's main character and events.
 - b) Experience catharsis, which involves becoming emotionally involved with the main character and situation.
 - c) Develop insight by analyzing the main character and his way of dealing with the situation.
- 7) Reciprocal Teaching
 - a) Predicting
 - b) Questioning
 - c) Clarifying
 - i) I did not understand the part ...
 - ii) I need to know more about...
 - iii) This changes what I thought about...
 - d) Summarizing
- 8) Say Something: Mark places for students to stop reading and say something about what they have just read. The students read silently and share in small group or with a partner.

Strategies for Comprehension in the Content Areas

- 1) SQ3R:
 - a) Survey:
 - i) Think about the title. Ask yourself, “What do I know?” “What do I want to know?”
 - ii) Look over the heading and skim the first few sentences of paragraphs.
 - iii) Look at the illustrations and graphic aids.
 - iv) Read the first paragraph.
 - v) Read the last paragraph or summary.
 - b) Question:
 - i) Turn the title into a question.
 - ii) Write down any questions that come to mind during the survey.
 - iii) Turn the heading into a question.
 - iv) Turn the subheading, illustrations, and graphic aids into questions.
 - v) Write down unfamiliar vocabulary and guess at the meaning of each word.
 - c) Read Actively:
 - i) Read to search for answers to the previous questions.
 - ii) Respond to questions and use context clues for unfamiliar words.
 - iii) React to unclear passages, confusing terms, and

| | |
|--|--------|
| questionable statements by listing additional questions for yourself. | NOTES: |
| d) Recite: | |
| i) Look away from answers and the text to recall what was read. | |
| ii) Recite answers to questions aloud or in writing. | |
| iii) Reread text for unanswered questions. Repeat the following steps for each section: Question, Read, Recite. | |
| e) Review: | |
| i) Answer the main purpose question. | |
| ii) Look over answers and all parts of the chapter or text to organize information. | |
| iii) Apply your answers in one or more of the following ways: draw flowcharts, write a summary, develop a graphic organizer, or participate in a group discussion. | |
| 2) KWPLS: Know, Want to know, Predict, Learned, Summarize | |
| 3) Request: Asking Self-Declared Questions | |
| a) Teacher and students silently read the same text. | |
| b) Close books: Students ask teachers questions. | |
| c) Teacher and students exchange roles. | |
| d) Students make predictions about the remainder of the reading material. | |
| e) Students silently read remainder of the text. | |
| f) Teacher facilitates class discussion (Johns and Davis p. 282). | |
| 4) Idea Circles: Students are assigned to roles during a discussion. | |
| a) Discussion director: Generates discussion questions. | |
| b) Literacy luminary/passage master: Reads aloud important sections. | |
| c) Connector: Connect to real world ideas with text. | |
| d) Illustrator: Provides graphic response to text. | |
| e) Summarizer: Highlights key points. | |
| f) Vocabulary enricher/word wizard: Records interesting words. | |
| g) Investigator/research: Provides background information. | |
| (Soderman, Gregory, and McCarty p. 182) | |
| Monitoring Strategies | |
| 1) Before reading did you | |
| a) Think about the title and cover? | |
| b) Make predictions? | |
| c) Think about what you already know about the topic? | |
| 2) During reading did you | |
| a) Ask yourself if the reading made sense? | |
| b) Pause-Think-Retell? | |

NOTES:

- c) Make pictures in your mind?
 - d) Use strategies to figure out hard words?
 - e) Reread to help yourself understand?
 - f) Use pictures for clues?
 - g) Ask yourself questions?
- 3) After reading do you usually
- a) Retell the story?
 - b) Think about what you read?
 - c) Share what you learned with someone?
 - d) Think about what strategies you used to help you read?

Guidelines for Instruction of Comprehension *(adapted from Carrie Thomas Beck and Deborah Simmons presentation)*

- 1) Select text for the initial instruction in comprehension beginning with text appropriate for the learner that uses familiar vocabulary and uses simple sentences. (K & 1)
- 2) Explicitly teach critical comprehension strategies (e.g., main idea, literal, inferential, retell, prediction) by providing multiple examples. (K, 1, 2, 3, 4, & 5)
- 3) Teach background information or activate prior knowledge to increase a student's understanding of what is read. (K, 1, 2, 3, 4, & 5)
- 4) Provide guided practice in a systematic review of critical comprehension strategies. (K, 1, 2, 3, 4, & 5)
- 5) Connect previously taught skills and strategies with new content and text. (K, 1, 2, 3, 4, & 5)
- 6) Model and guide the students through story structure (e.g., setting and character) thinking out loud as elements are being identified. (K, 1, 2, 3, 4, & 5)
- 7) Use text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (2, 3, 4, & 5)
- 8) Use story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. (2, 3, 4, & 5)
- 9) Teach conventions of informational text to locate important information. (2, 3, 4, & 5)
- 10) Teach explicit strategies to interpret information from graphs, diagrams, and charts. (2, 3, 4, & 5)

Glossary

Aimline Trajectory. A line that shows the course or trajectory to follow in order to progress from the current student performance to the targeted student performance.

Automaticity. Automatic processing, usually the result of learning and practice. It enables the learner to move information quickly and efficiently between short-term and long-term memory.

Benchmark Assessment Team. The group responsible for benchmarking all students three times a year. It may include administrative staff, Literacy Leaders, Title I teachers, reading specialists, school psychologists, school counselors, curriculum specialists, librarians, non-classroom teachers and trained paraprofessionals.

Cloze Procedure. A way to measure a person's ability to restore omitted portions of an oral or written message by its remaining context.

Comprehensive Core. An SBRR program of reading that includes daily instruction focused on the Five Components of Reading with whole class instruction and small groups. The core program is the primary prevention and meets the needs of 80% of the students in the school.

Data Points. Items of factual information derived from measurement or research.

Diagnostic Tests. Assessments used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a child is behind in reading growth, they will usually be given only if a child fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a child's knowledge and skill so that instruction can be precisely planned.

Differentiated Instruction. Matching instruction to meet the different needs of learners in a given classroom.

Direct Instruction. Instruction in which the teacher defines a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS). An assessment instrument used in Tennessee Reading First schools to assess all students three times per year. This screening provides the data for determining student placement and/or movement within the Three-Tier Model. DIBELS is also used to progress monitor struggling readers.

Explicit Instruction. Instruction that is concrete and visible. The teacher explains new concepts and strategies in clear and concise language. Explicit instruction involves modeling and explaining concepts and skills using many examples. Teachers provide a high level of support as students practice concepts and skills.

Fidelity of Implementation. The degree to which instruction follows the program plan, or assessment follows the procedure described by assessment authors.

Five Components of Reading. Components of reading as identified by the National Reading Panel are phonemic awareness, phonics, fluency, vocabulary and comprehension.

Hierarchy of Skills. A series of ordered skills within a system.

Intervention. An additional period of instruction outside the 90-minute reading block that focuses on getting struggling readers back on track. A classroom teacher, a specialized reading teacher, a paraprofessional, or a trained and monitored external interventionist delivers instruction in a small group setting.

Interventionist. A person who provides reading instruction whether it is given in the general education classroom or in a small group setting.

Literacy Team. A decision-making body composed of a Literacy Leader, principal, Title I teacher, one member from each grade level, a Special Education representative, and possibly others. Their purpose is to implement and monitor the school's reading program/curricula.

Onset. The part of a syllable preceding the syllable peak or nucleus; normally, the consonant preceding the vowel of a syllable, as /str/ in strip.

Outcome Assessments. End-of-year instruments used for gathering information on students' learning and development; these tests measure specific knowledge, skills, or development attributes that students learn or acquire.

Phoneme. The smallest unit of speech in a language; for example, in the word dog, there are three phonemes: /d/ /o/ /g/.

Phonemic Awareness. The highest level of phonological awareness, is the ability to identify and manipulate phonemes, the smallest sound in spoken words.

Phonological Awareness. The ability to identify rhyming words and word parts, such as syllables, onset and rime, and phonemes.

Progress Monitoring. An assessment usually given every two weeks to each struggling reader to assess the student's progress and to determine instructional and intervention needs. Progress monitoring assessment is given one measure at a time, but a student may be measured in more than one progress monitoring area.

Prosody. Speech elements, such as intonation, pitch, rate, loudness and rhythm.

Recoding. Translating letters and/or groups of letters into sounds to access the pronunciation of a word.

Reliability. The consistency, precision, and dependability of measurements.

Responsiveness to Intervention (RTI). This method is an option in the Individuals with Disabilities Education Improvement Act, or IDEA. Response to intervention has two purposes: to provide early support to students who are having academic difficulties and to offer an alternative to the discrepancy model.

Rime. A vowel and any following consonants of a syllable.

Scaffolding Instruction. Instruction that provides temporary supports during initial skill instruction; each task becomes increasingly more difficult until the skill is mastered. Examples: changing the difficulty of the content or task; changing the amount of support provided by materials or teacher guidance.

Scientifically Based Reading Research (SBRR). Research that applies rigorous, systematic, and objective procedures to acquire valid knowledge related to reading development, instruction, and the prevention of reading difficulties. For schools to make a difference in students' reading achievement, scientific research must be used to inform reading instruction, rather than ideology or philosophy.

Supplemental Instruction. Instruction that supports and extends the critical elements of a core reading program. More instruction or practice is provided in specific areas of need (e.g., phonological awareness, fluency).

Systematic Instruction. Instruction that follows a carefully designed plan of instructional steps. It is planned, purposeful, and sequenced. Systematic instruction provides students with extensive teacher support during the early stages of learning.

The Three-Tier Model. A prevention model that consists of three tiers or levels of instruction: Tier I, Tier II, and Tier III. The Three-Tier Reading Model applies an intervention approach that is meant to be descriptive of how to approach reading difficulties, NOT prescriptive of the only way to proceed. The Three-Tier Model is designed to provide a safety net for struggling readers.

Think-aloud. A metacognitive strategy in which the teacher verbalizes his or her thinking while reading a selection orally, thus modeling the process of comprehension.

Validity. The degree to which a test or other assessment measures what it is designed to measure.

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